MOTIVATION AND ACHIEVEMENT IN ENGLISH LANGUAGE LEARNING OF MASTER'S DEGREE STUDENTS AT THAMMASAT UNIVERSITY

BY

MS.TANAPHAN CHALOEMWATTANAKUSOL

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
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ENTITLED

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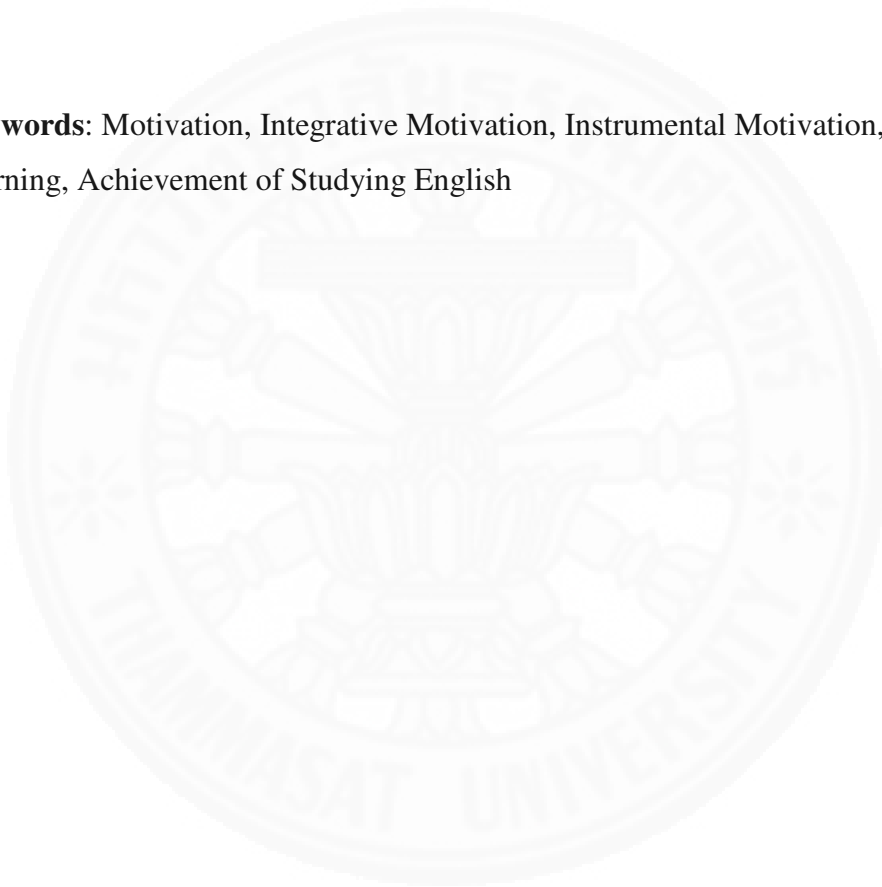(Associate Professor Pornsiri Singhapreecha, Ph.D.)

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ABSTRACT

Motivation is believed to be the dominant factor in the achievement of second language learning, since it can initiate the learners to start and sustain them along the continuum of learning. This study was conducted under three objectives which were to investigate whether integrative motivation or instrumental motivation has greater effects on studying English by the students of Master Degree of Career English for International Communication (MA-CEIC, previously known as MA English for Careers) at Language Institute, Thammasat University, to explore whether there is any significant difference between integrative motivation and instrumental motivation, and to examine the correlation between motivation and achievement in studying English. The 44 students selected from 18 students of CEIC#18 and 26 students of MEC#17 served as participants in this study. The Gardner's Attitude/Motivation Test Battery of 20 items was adapted to find out the information for this study. Three open-ended questions were also employed to explore the contribution of both types of motivation. The SPSS 17.0 program was used to calculate the descriptive statistics such as standard deviation, frequency, percentage, mean, paired samples t-test, and Pearson correlation. The findings revealed that integrative motivation and instrumental motivation had an influence on the students, yet they were more inclined

to integrative motivation. Comparing between integrative motivation and instrumental motivation, it was revealed that there was a significant difference between both types of motivation. In terms of correlation, there was no correlation between motivation and achievement in studying English. In other words, motivation was not associated with achievement in studying English.

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

English is considered to be the global language which is used in various settings e.g. business, education, entertainment and so on. Crystal (2003) indicated that a language gains a global status due to its special role in different perspectives e.g. a medium of communication in legal system, media and global academic setting. He asserted that the obvious role of English can be seen in the English speaking countries e.g. USA, Canada, Britain, Ireland, Australia and New Zealand among others. It is not just the mother tongue that makes English a unique language. However, it is the roles the English language serves within the communities itself that facilitate in gaining a global recognition. In the same line, Graddol (1997) highlighted the dominant roles of English in 12 areas: "1) Working language of international organizations and conferences; 2) scientific publication; 3) international banking, economic affairs and trade; 4) advertising for global brands; 5) audio-visual cultural products (e.g. film, TV, popular music); 6) international tourism; 7) tertiary education; 8) international safety (e.g. 'airspeak, 'seaspeak'); 9) international law; 10) as a 'relay language' in interpretation and translation; 11) technology transfer; 12) internet communication (p.8)."

According to the United Nations' official website, English is one of its six official languages - Arabic, Chinese, English, French, Russian, and Spanish. United Nations interpreters interpret simultaneously contents presented in one of the official languages into the rest of the official languages. It is also stated that a delegation who wishes to communicate in a non-official language must have an interpreter to interpret or translator to translate into official languages. In Asia, English has played a crucial role in ASEAN (The Association of Southeast Asian Nations) which aims to promote economic, trade and political collaboration among members. As the members of ASEAN are culturally and ethnically diverse, the English language is designated to be the single official language which can be seen in the Charter of the Association of Southeast Asian Nations (ASEAN). Article 34 states that "*The working language of ASEAN shall be English*". In Thailand, the Basic Educational Core Curriculum B.E.

2551 has put emphasis on the importance of the English language. It prescribes that English, a foreign language, is a fundamental subject for the Thai students. Other languages like French, German, Chinese, Japanese, are under the discretion of educational institutions to make arrangements. It is stated that the four English skills of Thai students, listening, speaking, reading and writing, should be developed along the curriculum in order to enrich knowledge for further education and future careers. Apart from being a compulsory subject in primary and secondary school, English is one of the requisite subjects in university admission. Additionally, the commencement of the ASEAN Economic Community (AEC) in 2016 lays stress on the prominence of English because the ten members of the AEC (Indonesia, Malaysia, the Philippines, Singapore, Thailand, Brunei, Cambodia, Laos, Myanmar (Burma) and Vietnam) need to rely on the medium language of English in order to communicate (ASEAN's official website). AEC will liberate economy, investment and labor mobility which will increase competitiveness of the workers with English proficiency in seeking jobs.

The dominance of English has underlined the immense significance of English proficiency in order to access globalization. It is obvious that Thai students are well aware of this significance, and many of them have tried hard to study English. However, some of them are successful, and some of them are not. Thus, it is worthwhile to investigate the factors contributing to achievement in learning English. Gardner (1985) explained that motivation is made up of three elements, an effort, a desire to goal achievement of language learning and favorable attitudes towards language learning, which are needed to be associated with a striving to achieve. According to the socio-educational model of second language acquisition of Gardner (2005), it is clear that motivation directly leads to language achievement. Gardner & Lambert (1959) contended that motivation performs a crucial role in L2 language learning achievement. They categorize motivation into two types: integrative motivation and instrumental motivation. The first one is when people learn a second language because they have a desire to integrate themselves into the targeted language community (Gardner& Lambert, 1959). They also have favorable attitudes and openness to the second language group. Another one is when people learn a second language due to pragmatic gains, such as passing an exam, studying further and getting high-paid jobs (Mun, 2001; Norris, 2001).

According to Gardner & Lambert (1959), integrative motivation outperforms instrumental motivation. Vaezi (2008) explained that integrative motivation leads to learning achievement because students are inherently interested in the culture of target language learning and subsequently practice language. This is opposed to Gardner & Lambert (1959), Dornyei (1996) who stressed that instrumental motivation surpasses integrative motivation (as cited in Vaezi, 2008). Several previous research studies have been conducted to investigate which types of motivation (integrative or instrumental) have more influence. Zanghar (2012) demonstrated that integrative motivation had more impact on the Libyan students of studying English. His results are consistent with Degang (2010) and Chukate (2013). Oranpattanachai (2013) showed that Thai undergraduate students were more instrumentally motivated. Her results are in line with Vaezi (2008), Al-Tamimi&Shuib (2009) and Kitjaroonchai & Kitjaroonchai (2012).

Since motivation is crucially important to English language learning and the above-mentioned indicates a controversial topic of whether integrative motivation or instrumental motivation is more effective in language learning, this study intends to explore which types of motivation have more influence on the Thai students in graduate program. The participants were from 18 students of Master Degree of Career English for International Communication (MA-CEIC, previously known as MA English for Careers) and 26 students of the English for Careers graduate program (MEC#17) at Language Institute, Thammasat University. It is worthwhile to mention that MEC program was modified to CEIC program which the fundamental curriculum and objectives remain unchanged. Thus the respondents shared the same characteristics. The English MA-CEIC is a weekend program aimed to master four English skills (listening, speaking, reading and writing) to keep pace with the needs of job markets. The two-year program offers two plans for students: Plan A offers course work and a thesis; Plan B offers course work and independent study. The findings will shed light on the students and the teachers to comprehend the needs of improvement of the students. The teachers will be able to help trigger the motivation of the students and develop their English proficiency.

1.2 RESEARCH QUESTIONS

1.2.1 Which motivation types have greater effects on Thai graduate students in Thailand who study English?

1.2.2 Is there any significant difference between integrative motivation and instrumental motivation?

1.2.3 Is there any correlation between motivation and achievement in studying English?

1.3 OBJECTIVES OF THE STUDY

1.3.1 To explore which motivation types that have greater effects on the studying of English by Thai graduate students in Thailand.

1.3.2 To find out whether there is any significant difference between integrative motivation and instrumental motivation.

1.3.3 To investigate the correlation between motivation and achievement in studying English.

1.4 DEFINITION OF TERMS

1.4.1 **Students** means the master's degree students in the English for Careers graduate program (MEC), year 2014 or MEC#17 and Career English for International Communication, year 2015 or CEIC#18 at the Language Institute of Thammasat University in Thailand. (MA-CEIC, previously known as MA English for Careers).

1.4.2 **Students' achievement** means TU-GET score (Thammasat University General English Tests) in which the test aimed to measure the English competency of the test takers. It is mandatory for the students at the Language Institute of Thammasat University to hold the minimum score of 550 in order to earn a degree.

1.4.3 **Integrative motivation** refers to when students study a language because they wish to assimilate into the language group and interact with people of the target language (Gardner & Lambert, 1959).

1.4.3 **Instrumental motivation** refers to when students study a language due to pragmatic gains e.g. passing an exam, studying further, or getting a good job (Gardner & Lambert, 1959).

1.5 SIGNIFICANCE OF THE STUDY

This study is significant in several aspects:

15.1 The study may shed light on the issue of the motivation types that influence the students to study and improve their English skills. The findings will raise awareness of the teachers and the students to comprehend both types of motivation and determine which types of motivation have more influence on the students in order to encourage interest and stimulate them to achieve English language proficiency.

1.5.2 The findings may be beneficial to Thammasat University to design the curriculum, the teaching strategies and the materials that correspond to the motivation and needs of the students to develop their English skills.

1.5.3 The findings may provide valuable information and guidelines for further studies in related fields.

1.6 ORGANIZATION OF THE STUDY

The study is divided into five chapters as follows:

1.6.1 Chapter one comprises the background, research questions, objectives of the study, definition of terms, significance of the study, and organization of the study.

1.6.2 Chapter two represents the review of literature and relevant research studies.

1.6.3 Chapter three consists of the research methodology, the subjects of the study, the research instruments, the data collection, and the data analysis.

1.6.4 Chapter four reports and discusses the results of the study.

1.6.5 Chapter five summarizes all details and findings of the study including the discussions, conclusions, recommendations for further research, limitations, and implications.

CHAPTER 2
REVIEW OF LITERATURE

This chapter reviews the literature and studies of motivation towards English language learning in nine areas including: (1) The affective filter hypothesis (2) the general information of the MA. program (3) definition of motivation (4) the socio-educational model (5) components of foreign language learning motivation (6) Dörnyei's process model (7) motivation and achievement of L2 language learning (8) integrative motivation and instrumental motivation towards English language learning (9) relevant research studies of motivation and achievement of English language learning.

2.1 The Affective Filter Hypothesis

The affective filter hypothesis explained how affective factors were related to success in second language acquisition (Krashen,1982). The affective filter acts as a barrier towards acquisition of a language which can hinder the comprehensible input that acquirers are going to receive from language acquisition. Three affective factors that have an impact on the process are motivation, self-confidence & self-image and anxiety. Acquirers with high motivation, high self-confidence & high self-image, and low anxiety tend to do better in second language acquisition because they have low filters; hence they fully receive and take input. On the contrary, acquirers with low motivation, low self-confidence and high anxiety are less effective in second language acquisition because they have high filters, thus they receive lower input. The affective factors are strongly linked to second language acquisition. That is, acquirers are different due to the level of their affective filters. High filters impede acquirers from learning the language because the input will not enter of the area of the brain responsible for language acquisition although they comprehend the message. The affective filter hypothesis explains why acquirers receive a wealth of comprehensible input and still do not reach a native competence. This is because the affective filters inhibit the input to reach the language acquisition device (Figure 1). Krashen (2013) asserted that the affective filters are an effective tool to distinguish the two students

when obtaining the same comprehensive input. That is, one improves while the other remains the same. One is open to the input while the other is not.

Filter

Input ------> ┊ - - - - - -> | Language Acquisition Device | ------> Acquired Competence
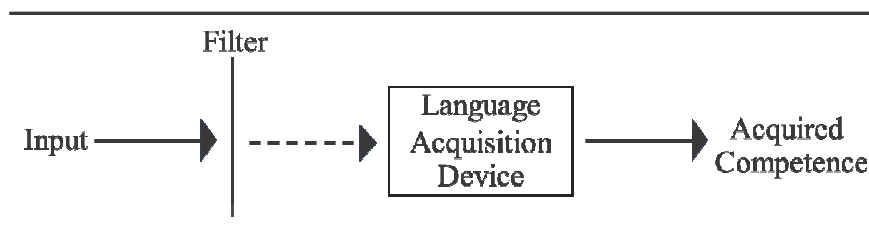
Figure 1 Operation of the "affective filter", Krashen, D. S. (1982)

To conclude, second language acquisition theories centrally focus on two elements 1) Acquisition is of the utmost importance far beyond learning; 2) Language acquisition occurs with the help of two conditions, the first is i + 1 formula, slightly beyond the present level of competency, the second is a low affective filter which bolsters the input.

2.2 General Information of MA Program in English for Careers (MEC) and Career English for International Communication (CEIC)

The MEC is the master's degree program in English for Careers. Three objectives are identified. First, to teach the four skills of English to graduates in order for them to reach proficiency. Second, to promote analytical and research skills. Third, to keep pace with the needs of job markets (LITU's official website). However, on August, 2015, the program made a minor revision in the total credit and academic plan and changed the program's name to Career English for International Communication (CEIC) (see table 1).

	MEC		CEIC	
Total Credit	42		36	
Academic Plan				
	Plan A & Plan B		Plan A & Plan B	
Pre-Course	-		CR600 English Grammatical Competence Development	
First Year				
First Semester	CR600 English Proficiency Development CR601 Effective Models of Communication CR620 Advanced English Reading Skills		CR601 Effective Models of Communication CR602 English Written Business Communication CR603 English Reading Theory and Practice	
Second Semester	CR610 Written Business Communication CR611 Advanced English Oral Skills CR700 Research Methodology in English for Careers		CR 604 English Effective Presentations CR 700 Research Methodology for Career English for International Communication 1 Elective	
Summer	CR621 Writing Skill Development 1 Elective		-	
Second Year	Plan A	Plan B	Plan A	Plan B
First Semester	CR701 Advanced Report Writing CR 800 Thesis 1 Elective	CR701 Advanced Report Writing 2 Electives	CR701 English Research Report Writing CR800 Thesis 1 Elective	CR701 English Research Report Writing 2 Electives
Second Semester	CR 800 Thesis	CR 790 Independent Study 1 Elective	CR800 Thesis	CR 790 Independent Study 1 Elective
Summer	Oral Defense	Written Comprehensive Exam	Oral Defense	Written Comprehensive Exam

Table 1 Comparison between the MEC and CEIC's Program

The MA-CEIC is the modified program of English for Careers. The objectives of this program are identical with MEC's objectives. The two-year program offers two plans for students: Plan A offers course work and a thesis; Plan B offers course work and an independent study. Prior to the regular courses, students who possess the English language proficiency test at one of the minimum scores below are exempted from taking the foundation course (CR 600 English Grammatical Competence Development);

- TU-GET: 900
- TOEFL Internet-based test: 114
- TOEFL paper-based test: 650
- IELTS band: 8.5

Graduation from the MA program requires students to earn at least 33 credits of study; achieve an overall GPA of 3.00; and pass an oral defense (Plan A) and a written comprehensive exam (Plan B).

2.3 Definition of Motivation

Harmer (1992) emphasized that motivation supports success in learning. Motivation can drive and propel a person to expend effort to accomplish the goal. An unmotivated person is unlikely to reach the target. Motivation was also suggested by Marion Williams and Richard Burden as a state of cognitive arousal which gives rise to an action (as cited in Harmer, 1992). Ryan & Deci (2000) defined motivation as energizing human behavior and stimulus that drive a person to the goal. In other words, a motivated person is driven to do something. An unmotivated person has no impetus or inspiration to act. Motivation in learning a language represents the merging of three elements: effort, a desire for goal achievement of language learning and positive attitudes towards language learning (Gardner, 1985). He stated that the said three elements only do not reflect the motivation if the individuals do not make an effort to perform an action. Hence, the three elements cannot become a motivated organism if they are not concomitant with a striving to achieve. Truly motivated people will not only strive to learn the materials but they are found to go beyond the

current contexts and do extra practice. Moreover, they are not driven to learn by environmental pressure or teacher and parental expectations. Gardner (2005) said that motivation is a multifaceted and broad-based construct involving cognitive, affective and behavioral characteristics. A motivated person expends effort with enjoyment in achieving the goal and demonstrates persistence. Gardner & Lambert (1959) asserted that high levels of attitudes and motivation are inextricably linked to the success of learning a second language. Motivated students with high levels of attitudes are bound to reach the achievement. Dornyei (1998) confirmed that motivation is the dominant factor in helping L2 learners succeed in second /foreign language learning. In his view, motivation triggers L2 language learning and later learners maintain along the continuum of learning. Learners with abilities cannot attain their long-term goals if sufficient motivation is not initiated. Learners with low abilities, in contrast, can reach their goals if motivation is encouraged. Brown (2000) categorized motivation into three perspectives: 1) Behavioristic; 2) Cognitive 3) Constructivist (see Table 2). Behavioristic perspective sees motivation as the anticipation of reward. People perform an action and drive to acquire positive reinforcement due to rewards for behavior from previous experiences. Cognitive perspective defined motivation as an individual's decisions and choices. People make a decision because of underlying needs or drives. Ausubel (1968) proposed six needs for the construct of motivation: the need for exploration, manipulation, activity, stimulation, knowledge and ego enhancement (as cited in Brown, 2000). Constructivist perspective proposed that people are motivated differently and motivation relies on social context and individual personal choices.

Behavioristic	Cognitive	Constructivist
• anticipation of reward • desire to receive positive reinforcement • external, individual forces in control	• driven by basic human needs (exploration, manipulation, etc.) • degree of effort expended • internal, individual forces in control	• social context • community • social status and • security of group • internal, interactive forces in control

Table 2 Three Views of Motivation, Brown, H. D. (2000)

To sum up, motivation involves psychological aspects and mental processes, such as desire, impulse, need and reason, which explain human behavior in doing anything. It comprises three elements: effort, a desire to goal achievement of language learning and favorable attitudes towards language learning, which are needed to be associated with a striving to achieve. A motivated person is energetic, persistent, attentive and goal-directed. In the educational aspect, students with higher levels of motivation are likely to show greater performance than those with lower levels of motivation because higher levels of motivation can push in a given direction. Students with higher levels of motivations will expend more effort and painstaking intention to learn a language.

2.4 The Socio-Educational Model

2.4.1 Overview of the Socio-Educational Model

Gardner (2005) established the socio-educational model of second language acquisition (see Figure 2). In his model, two kinds of motivation are addressed, namely integrative and instrumental, and he attributes great weight to the first one. Integrative motivation is when learners learn the language due to an aspiration to interact with the target language community (Masgoret & Gardner, 2003). Instrumental motivation is when learners see pragmatic values from learning the language such as getting a good grade and having high-paid jobs (Saville-Troike, 2006). Two major variables are linked to an individual's motivation to learn a second language. One is attitudes towards the learning situation. It is found that a dedicated, sophisticated and articulate teacher, an interesting curriculum, structured lesson plans and assessment processes are parts of the learning situation influencing students' level of motivation. Gardner & Lalonde (1985) asserted that attitudes reinforce motivation and allow it to be retained with the arduous task of language learning. Another variable is integrativeness which refers to 1) an individual's openness to integrate into another cultural / linguistic group; 2) favorable attitude towards the target language group. Instrumentality is another variable tied up with the second language achievement. It is related to practical or utilitarian reasons in order to achieve

pragmatic gains, such as passing an exam or seeking a good job. Language anxiety is also crucially important in language learning. It has an adverse effect on language achievement because it obstructs learners from learning and they get apprehensive when they have to use their language. Ability (intelligence and language aptitude) results in a different achievement. High levels of ability or motivation are independent and have an effect on considerable achievement. As a result, individuals rich in ability and motivation will accomplish language learning. Masgoret & Gardner (2003) also stressed that motivation is highly significant in language achievement.
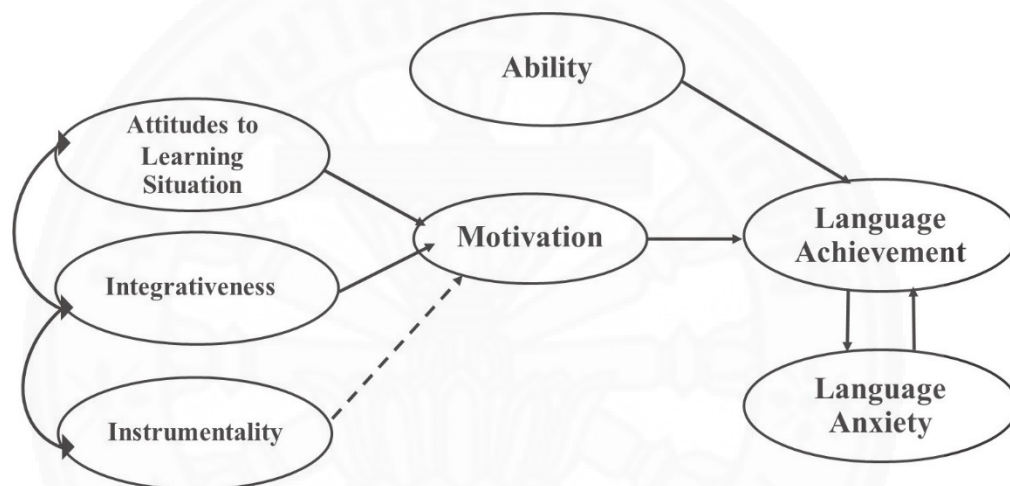
Figure 2 The Socio-Educational Model, Gardner (2005)

According to figure 2, it is obvious that integrative motivation and attitudes towards a learning situation play a pivotal role in language achievement. Integrative aspects can be seen in three forms: 1) integrativeness; 2) integrative orientation; 3) integrative motivation (Masgoret & Gardner, 2003). Integrativeness refers to openness to a language community. Integrativeness, attitudes towards learning situation and motivation are subsumed under integrative motivation. It is believable that integratively motivated students are motivated to learn, have openness to a language community and have positive attitudes towards learning. Integrative orientation is the reasons for learning a second language.

2.4.2 The Attitude/Motivation Test Battery

Gardner stated that motivation involves a dynamic process and crucial variables. As a result, Gardner developed the Attitude/Motivation Test Battery (AMTB) to identify those variables of the socio-educational model. Later his model was used by many researchers to measure the level of motivation. The development of AMTB originally took place in the study of Gardner (1985; 1960), and Gardner and Lambert (1972) subsequently extended the AMTB (as cited in Gardner, 1985). The test consists of 11 subsets, and it can be classified into two major sections. The first section demonstrates measurement of attitudinal and motivational variables towards second language learning. The latter aims to assess primary variables, namely motivation, integrativeness and attitudes towards learning situations. Additionally, the AMTB measures reasons of instrumental orientation and integrative orientation (Masgoret & Gardner, 2003; Gardner, 2005).

Attitudes towards the learning situation involve class atmosphere, the materials, and the curriculum, along with the teachers. These attitudes, in the AMTB, are measured in the form of evaluation of the course and the teacher. Integrativeness refers to an individual's openness to the target language community and culture. "Integrativeness is highly significant for second language learning since the process of language acquisition requires the adoption of word sounds, pronunciations, word orders, and other behavioral and cognitive features that are part of another culture" (Masgoret & Gardner, 2003, p.172). Learners with more openness to other cultures can better assimilate into new cultures. The assessments of integrativeness are carried out in three variables 1) attitudes towards the language community; 2) interest in foreign languages; 3) integrative orientation. Motivation pertains to a person who is persistent, goal-directed and attentive. A motivated person holds the characteristics of relentlessness, goal orientation and commitment and will devote effort to accomplish goals, needs and aspirations (Masgoret & Gardner, 2003). Gardner (2005) asserted that motivation, in the socio-educational model, is corroborated by attitudes towards the learning situation and integrativeness. Three variables used to measure motivation are 1) motivational intensity; 2) attitudes towards learning the target language; 3) a desire to learn the target language. Orientations are categorized into two forms 1) instrumental orientation; 2) integrative orientation. The first one signifies that a

person is motivated to act due to pragmatic gains. The other one refers to performing actions due to interest and enjoyment of another culture and target community.

2.5 Components of Foreign Language Learning Motivation

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-Confidence • Language Use Anxiety • Perceived L2 Competence • Casual Attributions • Self-Efficacy
LEARNING SITUATION LEVEL *Course-Specific Motivational Components*	Interest Relevance Expectancy Satisfaction
Teacher-Specific Motivational Components	Affiliative Drive Authority Type Direct Socialization of Motivation • Modelling • Task Presentation • Feedback
Group-Specific Motivational Components	Goal-Orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

Table 3 Components of Foreign Language Learning Motivation, Dörnyei (1994)

Dörnyei (1994) saw the idea of integrative motivation and instrumental motivation of Gardner as a simple model, thus he outlined the L2 motivation construct in the classroom, and proposed a more complex model of L2 motivation called components of foreign language learning motivation which he categorized into three levels: 1) the language level; 2) the learner level; 3) the learning situation level (see Table 3).

The language level is pertinent to the attitudes of L2 learners towards the culture and community of the targeted language learning. This level includes Gardner's integrative motivation and instrumental motivation. The first one explains that learners study language because they want to assimilate themselves into the targeted language culture. Another one is relevant to pragmatic gains such as future career, further study and good grades. Dörnyei (1994) suggested that teachers can motivate learners by highlighting the significance of cross – cultural awareness and utilization of integrative motivation and instrumental motivation. Extra curriculum related to L2 community, interaction and cultural activities can also boost learners' motivation.

The learner level represents affective and cognitive factors, such as need for achievement and self-confidence that have an impact on individual characteristics. Teachers can develop students by giving encouragement and reinforcement. These ways can promote students' confidence and L2 perception of competence as well as reducing anxiety and frustration of learners. Liuolienė & Metiūnienė (2006) stated that at this level the learner's need for achievement and self-confidence have an impact on motivation.

The last level, the learning situation level, is intricately connected with classroom settings and is divided into three motivational components. First, course-specific motivational components are associated with the course syllabus relevant to students' needs, the attractive course content, the teaching materials, the teaching method and the learning tasks matched with students' abilities. Keller (1983) and Crookes & Schmidt (1991) described four factors under the course-specific area: interest, relevance, expectancy, and satisfaction (as cited in Dörnyei, 1998). Second, teacher -specific motivational components are related to teacher behavior and personalities, teaching styles (authoritarian or democratic), assignments and feedback

(ibid). Teachers should understand students' needs and feelings together with establishing good rapport with students. Feedback given should be done discreetly by giving positive competence feedback. Third, group-specific motivational components encourage learners to collectively work and pay learners compliments. Teachers should promote group cohesion and group goal-orientedness. Teachers can arrange activities that allow students to know each other and assign group works to help promote the group relationship. Furthermore, teachers should not make comparisons between students. Evaluation, however, should be carried out individually to promote individual competition.

2.6 Dörnyei's Process Model

Dörnyei's process model (1998) proposed that motivation revolves around the chronological dimensions, and motivation of L2 learner is dynamic and remains active along the learning process. Level of motivation relies on the influences at different phases of the development. Dörnyei divided the process into three stages: 1) preactional stage; 2) actional stage; 3) postactional stage.

Preactional stage: It is inevitable to generate motivation first, since initial motivation can form a goal selection a person intends to act. Three sub-phases, namely goal setting, intention formation, and initiation of intention enactment, are affected by motivational influences. Antecedents of setting goals are associated with wishes/hopes, desires and opportunities. Those antecedents can assimilate into the language learning process after they form into a goal and then an intention. Unlike a goal, an intention is relevant to commitment. Dörnyei (2000) noted that commitment to a goal in the motivational process is effective to drive an action if the goal is not being worked towards the realistic plan the individual can attain. A goal is related to long-term plans and future aspirations. The action plan, consequently, is essential to generate operational intention. The preactional stage is finalized when an intention transforms into an actional stage.

Actional stage: the generated motivation has to be maintained and protected, then a person can perform a task he or she has the determination to do, and the decision-making is changed into the action. This phase indicates that environmental

distractions, anxiety and physical conditions can have an impact on motivation (Ölmezer Öztürk, 2012). This actional stage is made up of subtask generation and implementation, ongoing appraisal process and the application of a variety of action control mechanisms or self-regulation. Dörnyei (2000) stated that self-regulatory mechanisms can direct a person to perform an action. During the appraisal and the control processes, a person will decide if this action is going to transform to an actional outcome. Moreover, a person will determine to carry on or forego an action.

Postactional stage: After action has been terminated or the goal has been reached, the postactional stage begins with forming casual attributions about the preceding stage. At this stage, a person will retrospectively evaluate internal standards and action-specific strategies. A person also determines how to develop and thrive in learning. The final step is to dismiss intentions to pursue to the new preactional stage and form the new goals.

2.7 Motivation and Achievement in L2 Language Learning

Gardner & Lambert (1959) classified motivation into two types, integrative motivation and instrumental motivation, which largely rely on a social psychological approach. They asserted that motivation plays a dominant role in achievement in L2 language learning. In the socio-educational model of Gardner (1985), he posited four types of individual differences (intelligence, language aptitude, motivation and situational anxiety) that directly affect achievement. Intelligence determines the true and quick understanding of learning contexts and explanations. Language aptitude is considered to be collaborative with intelligence in that individuals with high ability find it easier to learn and understand the new language. Motivation is the combination of three elements: effort, desire, and attitudes towards learning. It is considered to trigger individuals to reach the acquisition of language materials. Situational anxiety can act as an impediment of language acquisition. Masgoret & Gardner (2003) investigated the correlation between the variables of Gardner's socio-education models (integrativeness, attitudes towards the learning situation, motivation, integrative orientation and instrumental orientation) and second language achievement. The results confirmed that among five variables, motivation showed the

highest mean. In other words, motivation demonstrated the higher correlation with achievement than other variables. From these findings, it can be concluded that motivation supports second language achievement. A substantial number of researches have indicated that there is positive correlation between motivation language attainment. Nonetheless, they have not reached the decisive conclusion of which types of motivation have more impact on success in L2 learning language. Researches carried out on which types of motivation lead to achievement in L2 language learning have split into two sides as shown in the following sections.

2.7.1 Integrative Motivation and Achievement in L2 Language Learning

In language learning, an integratively motivated person is likely to be motivated to learn the language with openness to the target language community, positive attitudes towards learning situations and low levels of language anxiety (Gardner& Lambert, 1959). Additionally, it can be seen in the studies of Gardner and associates that integrative motivation is joined to successful language learning. Gardner & Lambert (1959) also affirmed that students with integrative motivation are more likely to accomplish language learning than students with instrumental motivation. According to laboratory studies of integrative motivation and language learning by Gardner & Lambert (1959), the findings confirmed that integratively motivated students learned faster than those who were not integratively motivated. Gardner (1985a, 2000) asserted that integrative motivation is the formation of three variables: integrativeness, attitudes towards the learning situation and motivation (as cited in Masgoret & Gardner, 2003). The principal elements of students with integrative motivation to learn a second language consist of three variables: a receptiveness to the other language community, a deep interest to the target language group and good attitudes towards the learning situation (ibid). Dornyei (1990) asserted that integrative motivation helps learners to go beyond their current level. Gardner & Maclntyre (1993) indicated that the association between both types of motivation and attainment of language learning exist; however, the correlation of integrative motivation is higher. Moreover, Vaezi (2008) affirmed that integrative motivation surpasses instrumental motivation in terms of second language learning

achievement in the long run. This is because integratively motivated students appreciate their target culture and spend time reading literature and practice language, hence their language skills are sharpened. Gardner (2007) conducted a substantial amount of researches about the roles of attitudes and motivation in second language acquisition. The findings indicated that integrativeness and attitudes towards the learning situation have an impact on an individual's degree of motivation. Nevertheless, mounting criticisms towards his research are widely seen, since most of his studies were conducted in Canada (a bilingual country). The concerns over his findings were whether his findings would apply equally to other countries or other languages. Gardner (2007), consequently, carried out studies about the learning of English as a foreign language in six countries - Spain, Croatia, Poland, Romania, Brail and Japan. The findings of six countries were consistent with the Canadian findings. The findings in Barcelona showed that motivation demonstrates the highest correlation, followed by language anxiety, integrativeness and instrumental orientation. This can indicate that the more motivation students have, the higher grades they demonstrate. Higher anxiety results in a lower English grade. Students who show an openness to the culture of a language community, positive attitudes and desire in the target language group receive higher scores.

2.7.2 Instrumental Motivation and Achievement of L2 Language Learning

On the contrary, instrumental motivation is perceived as having utilitarian aspects, such as school or university graduation, salary increment, and higher social status (Norris-Holt, 2001). Instrumental motivation is not associated with the assimilation of the learner into the culture or community of the target language. She also stated that instrumental motivation seems to be effective when the learners are distant from the native speakers because there is no interaction between the learners and the native speakers. Norris's explanation is in line with Mun (2011), that is, instrumental motivation is in connection with a practical purpose, such as getting a well-paid jobs or raising social status. In the point of view of Saville-Troike (2006), instrumental motivation refers to purely practical value in learning the L2. Career advancement, business opportunities, admiration and goal achievement in

education are the examples of instrumental motivation. Dornyei (1990) pinpointed that instrumental motivation may be undermined in the language learners whose mother tongue is English. This is because they are familiar with the language. The crucial point raised by Al-Ghamdi (2014) is that instrumental motivation is inconstant because it disappears when rewards are removed. It seems integrative motivation is a more dominant variable in learning achievement. Ellis (2008) indicated that instrumental orientation is more powerful when there is no interest in the target language or community (as cited in Chang, 2014). Choosri & Intharaksa (2011) found that instrumental motivation is correlated with success of language learning among 140 second-year vocational students. The subjects demonstrated that they learn English because of aspirations of higher study and getting a good job. Integrative motivation is distant from them due to their restricted aptitudes and cultural background differences from the native speakers.

2.8 Integrative Motivation and Instrumental Motivation towards Language Learning

Gardner (2001) identified motivation to learn the second language into three elements 1) devoting effort to learn the language; 2) a desire to goal achievement; 3) a pleasure in the task of learning the language. According to Gardner's perspectives, there are two types of motivation: integrative motivation and instrumental motivation that contribute to language learning. The preceding section indicated that integrative motivation has been believed to vastly outweigh instrumental motivation and is conducive to language learning. This points the same direction with Gass and Selinker (2001), that integrative motivation is related to second language learning achievement and is considered to surpass instrumental motivation (as cited in Khodashenas et al., 2013). Gardner (1979) asserted that students' assimilation into the target language learning are linked to success or failure in learning French in Canada (as cited in Crookes & Schmidt, 1991). Gardner (2010) stressed that integratively motivated students are persistent to improve skills in a second language and slot their time to practice language (as cited in Gardner, 2012). They have a pleasant time and are free of anxiety when using language, thus integrative motivation fosters second language

acquisition. Gardner (1982) indicated that integratively oriented learners strongly aspire to learn, intensify effort, display perseverance, and have favorable attitudes towards language learning. Furthermore, they show avid interest in harmonizing and engaging themselves in the target language community. Hence, they are believed to be more accomplished in language learning (as cited in Jafari, 2013). Gardner & Macintyre (1991) confirmed that students with integrative motivation put more effort into learning a language, join extra curriculum programs and are less inclined to quit learning a language. The Socio-Educational model of Gardner (2000) indicated that integrative motivation is made up of integrativeness , attitudes towards the learning situation and motivation (as cited in Gardner, 2001). Integrativeness includes strong interest in the second language learning, identification, integration, openness and becoming a part of the target language community. Attitudes towards the learning situation refer to attitudes towards learning contexts. He proposed that students with integrative motivation possess three characteristics 1) have a motivation to learn the second language; 2) integrate into the target language community; 3) positively assess the learning situation. Finegan (1999) confirmed that integrative motivation facilitates the development of language proficiency when students live in the new culture where they are required to use the target language, thus integrative motivation supports achievement in language acquisition (as cited in Jafari, 2013). The study of Zanghar (2012) showed that students are integratively motivated to learn a language because they have favorable attitudes towards Western countries and due to the cultural interest of Libyan people towards Western countries.

Instrumental motivation, in contrast, is when the learners study the second language due to pragmatic gains such as better career opportunities and salary increment (Dornyei, 1990). Dornyei (1996) pointed out that instrumental motivation and a learner's need for achievement is superior to integrative motivation (as cited in Vaezi, 2008). Gardner & Macintyre (1991) showed that financial rewards support the longer study and extra learning. Nevertheless, it has been found that removing rewards result in terminating an effort, which is considered to be the weakness of instrumental motivation. Rahman (2005) pinpointed that instrumental motivation predominates in Bangladesh because Bangladeshi students have no chance to use English with native speakers and they receive the perspectives of native speakers

mainly from electronic and print media which may not have a clear picture of them. Students learn English because of pragmatic reasons e.g. career advancement and going abroad. Therefore, integrative motivation is not the dominant factor in learning English. Al-Tamimi & Shuib (2009) confirmed that their participants show a stronger degree of instrumental motivation than integrative motivation in English language learning. The reasons given are getting a job at the oil companies where excellent English is the prerequisite in recruitment and that it later supports career promotion. Chukate (2013) demonstrated that students are more instrumentally motivated to learn English due to better jobs, further studies and enhanced English proficiency for future achievement. However, integrative motivation and instrumental motivation are believed to encourage students to perform better than those who do not have motivation and both types of motivation can have an impact on second language learning (Gardner & Macintyre, 1991).

2.9 Relevant Research Studies of Motivation and Achievement in English Language Learning

2.9.1 The Relevant Research in Non-Thai Context

Liu (2007) explored the attitudes towards English learning, motivation level and associations between attitudes and motivation types and achievement in English learning of 202 third-year students of Xia'men University. Of the respondents who reported gender, 51 were females and 151 were males. The 182 respondents were from the Department of Mechanical Engineering, and 20 were from the Department of Business Administration and the Department of Economics and Management. There were three instruments administered in this study: an adapted questionnaire from Gardner (1985) and Clement et al. (1994), an open-ended question and an English proficiency test. The 44-items questionnaire was divided into four parts: items 1–8 Attitudes towards learning English (ALE), items 9-22 Integrative orientation, items 23-38 Instrumental orientation, items 39-44 Travel orientation.

The findings suggested that the students had positive attitudes towards English learning and high motivation to learn English, but instrumental motivation showed a greater influence. The explanation was the current demand of English competency

and less chance to interact with native speakers. Instrumental reasons were professional development, getting a job, access to information on the Internet, acquiring knowledge, widening perspectives and studying and working abroad. The correlation analysis revealed that favorable attitudes were correlated with English proficiency test, instrumental motivation and travel orientation. In other words, increases in positive attitudes, instrumental motivation and travel orientation resulted in increases in English scores. The open-ended question showed that 15.84% of the participants revealed that their amount of motivation remained the same in the first two years at the university. 10.4% showed that they were more motivated and 73.76% were less motivated in studying English in the first two years at the university due to the burden of their main study area.

Kyriacou & Zhu (2008) carried out a study of 610 senior high school students in Shanghai on motivation of English learning and the perceptions of students towards their parents, teachers and peers in influencing them to learn English. The subjects were selected from seven schools in Shanghai with ages ranged from 17 to 18 years. The questionnaire consisted of five parts. Part 1 included a questionnaire aimed to compare the attitudes of 12 school subjects. Part 2 represented 15 statements aimed to measure the degree of motivation in learning English. Part 3 was the assessment of the value-belief of learning English. Part 4 was related to the evaluation of students' perceptions of the value-belief of learning English towards their parents, teachers and peers. Part 5 aimed to find out students' perceptions of how their parents, teachers and peers had an impact on their English learning.

The findings suggested that in Part 1, 16.1% of students liked English learning. It was also reported that English ranked the fifth highest among 12 subjects. Part 2 revealed that instrumental motivation showed a major influence on the decision of English language learning among the subjects. The reasons included career advancement, passing an exam and further study. The findings in this section concluded that proficiency in English increased the chance to study at a good university and paved the way for future. Part 3 confirmed that around 200 students showed a high and fairly high level of motivation of learning English. Part 4 revealed that the students perceived the teachers as the most positive concerning EFL learning.

Part 5 showed that teachers, compared with parents and peers, had the most influence on students to learn English.

Vaezi (2008) carried out a study to answer two research questions: 1) Were the students instrumentally or integratively motivated to study English? 2) Had the students' motivation to study English changed after entering university? 79 freshmen and sophomore non-English majors served as the participants in this study. Of the respondents who reported gender, 41 were females and 38 were males. The respondents were recruited from a university in the East of Iran and included 68.4% of Department of Electrical and Computer Engineering and 31.6% of the Humanities and Social Sciences majors. A questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB)(1985) and Clement et al., (1994), English proficiency ratings and an open-ended question served as the instruments. A 5-point Likert scale questionnaire of 25 items aimed to measure integrativeness and instrumentality.

The findings suggested that the participants held very high motivation in studying. However, they had inclination to instrumental motivation. A paired samples T-Test revealed that integrative motivation and instrumental motivation was significantly different ($P = 0.000$). Speculation regarding higher instrumental motivation included less chance to contact with foreigners and cultural and religious affiliation; hence they had weaker desire to assimilate with the targeted language group. Additionally, most of the students rated their English proficiency at average (57.0%), followed by bad (20.3%), good (11.4%), very bad (8.9%) and very good (2.5%). Finally, a desire to learn English after entering the University revealed that 67.1% of the students were more motivated to learn when they studied at the University. 19.0% were less motivated to learn when they studied at the University, and 13.9% remained the same desire. The participants explained that English was much more important in the University because it could help them access useful books and journals, study abroad and lead to achievements. Moreover, the students revealed that they had less desire to study English further because of the great responsibilities of their major and time constraints.

Al-Tamimi & Shuib (2009) conducted a survey on motivation and attitudes toward learning English at Hadhramout University of Sciences and Technology (HUST). Their objectives were 1) to find out which motivation types (instrumental, integrative and personal) primarily affected petroleum engineering students' motivation towards English learning; 2) to investigate which types of attitudes existed in petroleum engineering students in learning the English language. The respondents were solely 81 male undergraduate students at Department of Petroleum Engineering (DPE), HUST who were selected from third, fourth and fifth year students with ages ranged from 21 to 26 years old. Of 181 respondents, 10 were selected for an interview. The materials employed in this study were a questionnaire and interview. The questionnaire was divided into three parts. Part A represented demographic information. Part B was separated into two subcategories aimed to 1) measure the degree of integrative motivation and instrumental motivation adapted from Gardner's Attitude/Motivation Test Battery (AMTB) (1985); 2) examine a desire to attend more English language training courses. Part C targeted to assess attitudes towards English learning with three choices (agree, disagree, don't know). An interview was conducted to determine motivation and attitudes towards English learning.

The findings revealed that among three types of motivation (instrumental motivation, integrative motivation and personal motivation), instrumental motivation showed the highest overall mean scores of 4.5000. Personal motivation ranked number two with overall mean scores of 4.1666, followed by integrative motivation with overall mean scores of 2.5802. The reasons behind the highest score of instrumental motivation were that it might result from the prerequisite of the future career in oil & gas field where English was the decisive factor in recruitment and promotion. Personal motivation was related to the feeling of superiority to friends. Integrative motivation was associated with a desire to assimilate themselves to the Western cultures. The results of a desire to attend more English language training courses reported that 79 participants were willing to join and two participants wished to exclude. Finally, students' attitudes towards the use of English and appreciation of the culture of the English speaking world were positive.

Yuanfang (2009) attempted to explore the contribution of integrative motivation and instrumental motivation towards language achievement. The subjects were higher education students in Australia and China. The 151 Australian students of three universities from the first year, the second year and the third year learning Chinese as a foreign language accounted for 40, 29 and 30 percent respectively. Of the Australian participants, 56 were males and 95 were females. The 344 Chinese students of three universities from the first year, the second year and the third year accounted for 37, 50 and 13 percent respectively. Of the Chinese respondents, 221 were males and 123 were females. The research instrument was a questionnaire divided into four parts. Part 1 represented demographic information. Part 2 was Gardner (1985)'s AMTB. Part 3 aimed to assess language proficiency and was divided into four areas: listening (20%), reading (40%), vocabulary and structure (25%) and writing (15%). Part 4 asked participants to rate their language proficiency in four skills.

The findings revealed that the Australian students showed a higher integrative motivation than instrumental motivation. Moreover, language achievement was positively correlated with integrative motivation among the Australian students. Integrative motivation had a greater influence on the Australian students because foreign language was not a compulsory course in Australia, thus they studied foreign language due to their own interests. Furthermore, the curriculum was designed to serve students' needs and improve proficiency. On the other hand, instrumental motivation was prevalent over the Chinese students. Language achievement and integrative motivation were negatively correlated. Instrumental motivation showed a greater impact on the Chinese students because they studied English in order to pass a national exam in which English was one of the required subjects for the university entrance. Thus getting a good score in English could help the students to get accepted from an accredited university. Additionally, interaction with native speakers was limited for the Chinese students which subsequently resulted in learning a language for pragmatic gains.

Li & Haggard (2010) studied motivation in learning English of 366 freshmen at Meiho Institute of Technology, Taiwan. The aim of this research was to

explore learning motivation the participants perceived as the most important in studying English. The subjects were divided into two levels (English level A & English level C). Students of level A accounted for 50 males and 112 females. Students of level C included 107 males and 87 females. The instrument was a questionnaire of motivational scale adapted from Li et al.'s (2006). The questionnaire consisted of two parts. Part 1 represented 11 items regarding general information of the respondents. Part 2, which aimed to assess self-evaluation of English learning motivation, was divided into six sub scales: Expectancy-value, instrumental motivation, an interest in foreign cultures, self-efficacy, supereminence and passive motivation.

The results showed the rank in descending order of students of English level A was passive motivation, supereminence motivation, having an interest in foreign cultures, self-efficacy, expectancy-value, and instrumental motivation. The rank in descending order of students of English level C was an interest in foreign cultures, supereminence motivation, self-efficacy, passive motivation, expectancy-value, and instrumental motivation. It could be seen from the findings of motivation in learning English that instrumental motivation reported the lowest scores. This implied that the participants did not have an ideas of future jobs, thus they were not aware of the significance of English in career context. The findings also showed that the students of level A wanted to improve their proficiency of reading, speaking, listening and writing (ranked from the highest to the lowest), whereas the students of level C wanted to improve their skills of speaking, reading, listening and writing (ranked from the highest to the lowest).

Emaliana (2011) carried out a study on 55 undergraduate students at State University of Malang, Indonesia to examine 1) if the students were more integratively than instrumentally motivated to learn English; 2) which motivation types (integrative motivation or instrumental motivation) showed a higher contribution towards high achievers and low achievers; 3) which types of task motivation showed a stronger exposure of the students to learn English. The subjects were English major students from the government-run university of Malang. The participants were segregated into three groups: low achievers, moderate achievers and

high achievers. The instrumentation included two parts. Part 1 referred to the measurement of motivation adapted from Gardner & Lambert (1972). Part 2 represented their desire and exposure to English learning.

The findings indicated that the participants were more inclined to instrumental motivation. This implied that the students were more instrumentally motivated than integratively motivated. The findings also showed that the high achievers and the low achievers reported a stronger instrumental motivation. The reasons behind this were further studies, graduation and career advancement. The findings of task motivation revealed that the students interacted with the English language for pleasure rather than academic purposes. They were exposed to the English language by listening to music and watching movies.

Zanghar (2012) carried out a study to explore 1) which types of motivation, instrumental motivation and integrative motivation, had an influence on EFL undergraduate Libyan students of English at the College of Arts BaniWalid, Libya; 2) the correlation between the EFL Libyan students' motivation and their achievement in English. Total participants were 40 students divided into 18 males and 22 females with ages ranged from 18 to 27 with a mean of 20.5. A questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) (2004) was employed as an instrument in this study. Intensity of motivation was measured by a 6-point scale ranged from strongly disagree to strongly agree. The questionnaire was divided into five sections. Section A represented demographic information e.g. age, gender, years of study, and grade in the midterm exam of an English speaking class. Section B and C indicated types of motivation, seven of which indicated instrumental motivation and another seven measured integrative motivation. Section D was an open-ended question requiring participants to identify any motives, not listed in Section B and C, which encouraged them to enroll in an English program. The last section, section E, asked participants to rate their achievement in English ranging from very poor to excellent.

A paired samples t-test was used to analyze which types of motivation had a greater impact on the participants. A Pearson correlation was applied to identify if the students' motivation and achievement in English learning were associated.

Descriptive statistics of two kinds of motivation showed that mean and SD of instrumental motivation was 4.87 and 0.77 respectively, and mean and SD of integrative motivation was 5.06 and 0.79 respectively. The results were contradictory to the first hypothesis of the researcher that speculated that the Libyan students had a stronger instrumental motivation than integrative motivation. The t-test results suggested that p value was reported at 0.15 which was beyond 0.05, thus instrumental motivation and integrative motivation among the Libyan students were statistically insignificant. The researcher used the responses to the motivation questionnaire items and the students' grades on their midterm exam in an English speaking class to produce results. The findings indicated that no correlation between motivation and language achievement were found.

The above findings were contrary to the hypothesis due to two reasons: positive attitude towards the Western countries and the cultural interest of Libyan people towards the Western countries and the involvement of NATO. The first reason was because Libyan students lived and studied abroad in English-speaking countries, thus they had an impression of the Western people. Additionally, the British government financially supported Libyan students to further study in the UK. The second reason was due to NATO military intervention in Libya to protect civilians during the Libya crisis in 2011.

Mukundan (2013) conducted a study of 596 students at the Engineering Department of Tabriz Azad University, Iran who took a course of general English. After checking the completeness of the questionnaires returned, complete questionnaires of 570 were accepted. Hence the number of respondents was 570. Of the participants, 301 represented male and 296 indicated female. There were only 344 students having extra study of English at language institutes. The instrument employed in this study was a questionnaire of Gardner's (1985) AMTB. The AMTB was organized into 12 scales with the degree of each scale indicated by a 6-point Likert scale. The details of 12 scales included interest in foreign languages, parental encouragement, motivational intensity, English class anxiety, English teacher evaluation, attitudes towards learning English, attitudes towards English-speaking

people, integrative orientation, desire to learn English, English course evaluation, English use anxiety and instrumental orientation.

The results of mean scores of 12 domains demonstrated that integrative orientation and instrumental orientation existed in the students, but integrative orientation had a greater impact on the students than instrumental orientation. An independent t-test results revealed that female students were more motivated to learn English than male students, and students having extra study at language institutes were more motivated and showed less anxiousness than those who did not participate in extra study. A paired samples t-test suggested that integrative motivation (Mean = 5.1531) and instrumental motivation (Mean = 4.9421) were significantly different (p = 0.00). Thus it could be concluded that the students were more affected by integrative orientation than instrumental orientation. A Pearson correlation showed that all 12 domains showed significant relationship (p = 0.00).

Tahaineh & Daana (2013) studied the motivation types and attitudes of studying English by Jordanian students. Their research attempted to unveil 1) if the students had motivation to learn English; 2) which motivation types (integrative or instrumental) the students fell on; 3) how the students felt about learning English; 4) how the students felt about English-speaking people. The respondents were 184 undergraduate students from year 1 to year 4. Of the participants' gender, 100% reported as females with solely Arabic language. The instruments were an adopted questionnaire from Gardner's (1985) AMTB. 64 items of questionnaire aimed to measure the degree of motivation types and attitudes in which the level was indicated by 6-point Likert scale. There were 8 categories of the questionnaire: 1-Interest in Foreign languages; 2-parental encouragement; 3-motivational intensity; 4-degree of integrativeness; 5-degree of instrumentality; 6-attitudes towards learning English; 7-attitudes towards English-speaking people; 8-desire to learn English.

The findings reported that in the category of foreign language interest, 87% of the subjects showed a high interest in foreign language learning with the overall mean score of 3.81. For parental encouragement, 81.8% of the students reported that their parents supported them to learn English with a total mean score of 3.79. The motivational intensity domain reported 70.3% of the respondents had high

motivation of English language learning with a total mean score of 3.54. The level of integrativeness domain revealed that integrative motivation was found in 60.2% of the students with an overall mean score of 3.54. This category also revealed that the participants agreed that English was essential. The level of instrumentality domain indicated that 83.97% of the subjects reported instrumental motivation with an overall mean score of 3.96. The category of attitudes towards English learning reported that 80.8% of the participants showed favorable attitudes towards English language learning with a total mean score of 3.71. The domain of attitudes towards English-speaking people suggested that 74.3% of the students had favorable attitudes towards native English speakers with an overall mean score of 3.69. For a desire to learn English, 85.1% of the participants showed a strong interest to learn English with a total mean score of 3.70.

The above findings provided information to confirm that integrative motivation and instrumental motivation existed among the participants, but instrumental motivation showed a higher degree than integrative motivation. In other words, students showed less interest in assimilation into the culture of the target language. The findings of attitudes showed that favorable attitudes of English language, native English speakers and their culture existed among students.

Al-Sohbani (2015) carried out a study on 75 students at Yemeni public secondary school from two schools (Najd Al-Jumai school and Al-Nahdha school) in a rural area. Of the participants reported gender, 56% represented females and 44% represented males. The study attempted to unveil 1) the attitudes the students had towards their English language teachers; 2) if the students showed motivation to learn English; 3) whether there was a significant difference between attitudes towards English language teachers (ATELTs), English language learning motivation (ELLM) and the achievement; 4) if male and female were significantly different with respect to ATELTs and ELLM. Two instruments were employed in this study: A questionnaire and achievement measures. The questionnaire was divided into three parts. Part 1 indicated demographic information. Part 2 consisted of 16 statements which assessed the students' attitudes towards their English teacher. Part 3 was divided into two sub categories (a desire to learn English and motivational intensity) and represented

motivation of the students in learning English. Achievement measures were the combination of a structured test in which all the questions were in the textbooks the students studied and English scores graded by the teachers.

The findings revealed that the highest mean score of positive attitudes towards their English language teachers were 4.09 and the highest mean score of unfavorable attitudes towards their English language teachers were 2.85. As the students' favorable attitudes and their English proficiency showed contradiction, the researchers explained that exams given to the students were easy and might not reflect the actual performance of the students. Another explanation was the comparison of teachers of the English language and other subjects. The findings also confirmed that students demonstrated high motivation in learning English. Since the findings were opposed to the students' English proficiency, the researcher explained that other factors e.g. backwash effects of testing, teaching methods and lack of effort might have an adverse impact on learning English. Moreover, the findings suggested that a relationship between ELLM, ATELTs and their achievement of the students at Najd Al-Jumai school and Al-Nahdha school did not exist. Finally, the findings reported that male and female students were not significantly different in terms of their ATELTs and ELLM. This implied that females' awareness of the significance of English language learning, attitudes towards their English language teachers and their English background and desire was on a par with males'.

2.9.2 The Relevant Research in Thai Context

Degang (2010) investigated 1) the degree of integrative motivation and instrumental motivation of Thai students in studying English; 2) which motivation types had a greater impact on Thai students in studying English. The subjects were 50 sophomore students majoring in Business English, Faculty of Arts, Assumption University. Of the respondents, 58% represented females and 42% indicated males. The materials included a questionnaire adapted from Gardner's (1985) AMTB and Liu's (2005) study. The questionnaire comprised three parts. Part 1 represented general information of the participants. Part 2 aimed to assess the level of the motivation types in which the degree was indicated by 5-point Likert scale. Part 3 elicited opened-questions regarding problems and suggestions of studying English.

The findings showed that the students were high in both integrative motivation and instrumental motivation with an average mean score of 3.85 and 3.55 respectively. The overall mean score also indicated high at 3.70. The higher scores of six statements fell in Q7, Q6, Q8, Q11, Q9, Q13 (ranked in descending order). Among the group of the higher scores, the statement Q7 "Learning English is important for making me a knowledgeable and skillful person." represented instrumental motivation. The lower scores of six statements fell in Q3, Q2, Q4, Q5, Q18, Q10 (ranked in descending order). Among the group of the lower scores, the statement Q3 "I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers, magazines." indicated integrative motivation. This could reflect that students were aware of the significance of English outside the classroom context. The findings of the open-ended questions showed four areas of language skills the students experienced problems with. Grammatical and writing ranked number one (36%) of the most difficulty they experienced, followed by presentation and speaking (30%), reading comprehension (21%) and listening skill (13%).

Choosri & Intharaksa (2011) carried out a study of the relationship between motivation types and students' achievement in learning English at Hatyai Technical College. Their aims were to examine1) the degree of motivation types in the high groups and the low groups; 2) if there was a significant difference of motivation between the high group and the low group; 3) the correlation between motivation types and students' achievement. 140 second year vocational students participated in this study, 70 of which were students enrolled in the electronics technology program, the rest were students from the building construction program at Hatyai Technical College. Students from the electronics technology program represented the high achievement group due to their highest English grade average. Students from the building construction program represented the low achievement group due to their lowest English grade average. A questionnaire and an in-depth interview were the instruments. The questionnaire, which aimed to explore the level of motivation types, was divided into three parts. Part 1 indicated demographic information. Part 2 represented the measurement of instrumental motivation. Part 3

was the assessment of integrative motivation. The degree of both motivation types was rated by a 5-point Likert scale ranging from strongly disagree to strongly agree. The interview section aimed to find out individual opinions of the English language and the reasons that contributed to both motivation types.

The findings demonstrated that overall mean scores of the high group and the low group reported 3.98 and 3.91 respectively which fell in the category of high. A t-test was employed to see if there was any significant difference of motivation between the high group and the low group. The results of the t-test confirmed that motivation between the high group and the low group was not significantly different because the p-value reported .39 which was larger than 0.05. A Pearson correlation was computed to see if motivation was correlated with academic success. The mean scores of instrumental motivation and integrative motivation of 140 participants showed 4.10 and 3.79 respectively which rated as a high degree of motivation. The results of the Pearson correlation indicated that there was a low correlation level between motivation and achievement. However, it was found that instrumental motivation indicated a correlation with achievement, and integrative motivation showed no correlation with achievement. The interview confirmed that participants were more inclined to instrumental motivation. The reasons related to instrumental motivation were further study, good grades and future career. The reasons of lower level of integrative motivation were students were not proficient enough to interact with foreigners and the culture was different.

Kitjaroonchai & Kitjaroonchai (2012) conducted a study to explore 1) which types of motivation (integrative or instrumental) existed in Thai students at Asia-Pacific International University toward English language learning; 2) the relationship between motivation types and academic achievement (GPA). The subjects were 137 Thai students in English major at Asia-Pacific International University. Of the participants reporting gender, 62 were men and 75 were female. There were two instruments in this study: a questionnaire and an open-ended question. The first one was divided into two parts. Part 1 was general information of the participants e.g. gender, age and GPA. Part 2 represented a 20-items questionnaire. The said questionnaire, adapted from Gardner's Attitude/Motivation

Test Battery (AMTB) (1985), aimed to assess the degree of integrative motivation and instrumental motivation. The level of motivation was indicated by 5-point Likert scale. Another instrument was an open-ended question under Part 3 aimed to assess how students perceived language learning difficulties.

MINITAB was used to calculate mean scores and S.D. in Parts 1 & 2 and correlation between motivation types and academic achievement. The results revealed a high in average mean scores of integrative motivation and instrumental motivation, but the instrumental motivation showed a slightly higher average mean score of 4.4241, and integrative motivation showed 4.0467. The top three highest scores fell in the category of future career and tools for communication in traveling abroad. The top three lowest scores fell in the category of inherent interest in the English language and native speaker and the recognition from others. The correlation coefficient between both motivation types and academic achievement (GPA) reported integrative motivation and instrumental motivation were positively correlated with academic achievement. The results of the open-ended question were qualitatively analyzed. It was found that the participants experienced problems with the four skills of the English language (listening, speaking, reading and writing) and other reasons. Among the four skills of the English language, listening comprehension was reported at the highest frequency. The reasons given in this category were that they didn't understand when others spoke English with them, they thought they needed to develop their listening skills and they were poor in listening skills.

Chukate (2013) conducted a study to explore 1) which motivation types influenced the students to learn English; 2) the attitudes towards the English teaching of the Math-English program; 3) the suggestions for English curriculum development of the Math-English program. The subjects were 60 high school students of the Math-English program at Suratpittaya School, Suratthani. A questionnaire served as an instrument and was separated into four parts. Part 1 represented background information of the participants. Part 2 assessed the degree of integrative motivation and instrumental motivation. Part 3 examined the opinions of the English curriculum. Part 4 indicated the suggestions for development of the English curriculum.

The findings showed that the students were high in both motivation types with an overall score of integrative motivation at 3.790 and an overall score of instrumental motivation at 4.198. However, it was obvious that the subjects were more instrumentally motivated. In other words, the subjects learnt English because of further education and future jobs rather than cultural appreciation and interaction with foreigners. Moreover, most of the students thought that the purposes of the Math-English program was preparing the students for further studies. This could support the higher score of instrumental motivation. Finally, most of the students thought that the program should arrange extra curriculum activities to promote cultural appreciation and language proficiency. These suggestions showed that the students also had integrative motivation.

Dongruangsri (2013) studied motivation of learning English of students at Language Institute, Thammasat University. Her aims were to examine the degree of motivation types of the students and which types of motivation had a greater influence on learning English. The participants were 88 master's degree students of English for Careers, Language Institute, Thammasat University. Of the respondents, 19 reported as males and 69 represented females. The instruments included a questionnaire and open-ended questions. The questionnaire comprised three parts. Part 1 represented demographic information. Part 2 was a 20-items questionnaire aimed to measure the degree of integrative motivation and instrumental motivation. Part 3 included open-ended questions aimed to explore attitudes towards English language learning and expectations when enrolling in the master's degree program.

The findings showed that students were high in integrative motivation and instrumental motivation with an overall mean score of 4.23 and 3.55 respectively. It was obvious that the students leaned towards integrative motivation. The findings also indicated that the students further studied for a master's degree because they wanted to improve their English proficiency which could create a high chance of getting high-paid jobs and progressing up in career. The researcher suggested that personal, academic and professional development were the primary motivation of the students in learning English. Moreover, motivation was the dominant variable in effective English learning.

Oranpattanachai (2013) conducted a study about motivation and English achievement of Thai undergraduate students. Her aim was to explore which types of motivation, integrative or instrumental, had an influence on English learning achievement. The 420 engineering students served as participants in this study. A majority of them were males and were required to complete two English courses. English I was targeted to finish in the first semester of the academic year 2007 and English II was expected to complete in the second semester of the same year. The instruments consisted of three parts. Part 1 represented demographic information. Part 2 aimed to evaluate integrative motivation, instrumental motivation and foreign language requirement. A 4-point Likert scale ranging from not important to very important was employed in Part 2. Part 3 measured the strength of motivation where a 3-point Likert scale, never, sometimes and always, was applied. Descriptive analysis was employed to measure both types of motivation and obligation of foreign language. A paired samples t-test was used to find out if integrative motivation and instrumental motivation were statistically different. A multiple regression was performed to see if motivation level predicted English language achievement and the aspiration to pursue English learning after completing of the English language requirement.

The findings showed that participants were more instrumentally motivated than integratively motivated where mean and SD of integrative motivation indicated 16.1755 and 1.63316 and mean and SD of instrument motivation reported 21.1227 and 2.06470. Integrative motivation and instrumental motivation were statistically significant where p was 0.000. The participants taking English to complete the university foreign language requirement indicated a high level where the mean reported 3.3886 and SD was 0.48804. The strength of motivation which measured the amount of effort the participants exerted in learning language indicated that most of the participants fell in the category of moderate where the mean represented 22.4253 and SD showed 1.68387. The moderated results also implied that highly integrative motivated participants possessed a high strength of motivation. The multiple regression analysis revealed that both types of motivation did not significantly predict the final English grade. Nevertheless, motivation predicted an

aspiration to further study English after completing the University compulsory English courses. In other words, positive predictors revealed that participants high in integrative motivation and instrumental motivation expressed an aspiration to pursue study after fulfilling the University compulsory English courses.

Tanghom (2014) conducted a study on 60 graduate students at Language Institute, Thammasat University. Her aims were to examine 1) the motivation types that influenced the students to study in the English program of Master of Career (MEC); 2) if major English students and non-major English students at an undergraduate level were significantly different in studying English. The respondents were selected from batch 15 and 16 with an average age of 31 years old. Among them, 50 percent of students majored in English at an undergraduate level, and 50 percent of students were non-English majors at an undergraduate level. Of the participants who reported gender, 20 were males and 40 were females. The instruments were divided into three parts which included a questionnaire and open-ended questions. Part 1 represented general information e.g. age, gender, occupation, income, years of working, batch of MEC and educational background. Part 2 included the adapted questionnaire from Gardner's (1985) AMTB, Clement et al.'s (1994) and Ontuam (2012). Part 3 was open-ended questions regarding the expectations of English skills to be gained from joining MEC, problems while studying MEC and the suggestions raised to MEC program in order to increase English proficiency and motivation of the students.

The findings suggested that integrative motivation and instrumental motivation had an impact on students to join MEC. Nonetheless, non-English major students at an undergraduate level showed a higher mean score of instrumental motivation. The reasons behind this might be that these students were distant from native English speakers, thus their goals of studying English focused on pragmatic reasons e.g. progressing career and getting higher salary. English major students indicated a higher mean score of integrative motivation. The reasons behind this might be that these students were familiar with native English speakers when they were undergraduate students, thus they might have a desire to communicate with native English speakers and be part of an English speaking community. The results of

T-Test confirmed that integrative motivation and instrumental motivation of the students were significantly different. The opened-ended questions revealed that among the four English skills, speaking ranked number 1 as the most important skill, followed by writing, listening and reading. Moreover, three major problems were addressed. The first problem was they had not much time to complete their assignments since they were part-time students. The second problem was the English proficiency of non-English major students was behind the English major students. The last problem was unavailability of elective courses. Some courses opened for enrollment did not match their needs to apply in their current careers. Finally, the students suggested the MEC program to provide English foundation courses for non-major students. Several students also wanted the program to create a more international environment, provide more speaking courses and offer overseas trips. Another improvement was increasing varied elective courses corresponding to the needs of job markets.

The above research studies showed that integrative motivation and instrumental motivation have influenced the language learners in studying English and achievement of language learning. However, all the findings were still unclear as to which types of motivation had a greater impact. As can be seen, a number of factors seem to have an effect on the dominance of both types of motivation. For instance, the studies of Zanghar (2012) and Mukundan (2013) which were carried out in Libya and Iran implied that political crisis may have an influence on integrative motivation. The instability of politics and ongoing violence may lead to the tiresome and the desire to relocate to other countries. Hence, the participants in these studies may have a desire to learn English since they are aware that proficiency in English may aid them to have a brighter future and increase a chance to work abroad. In addition to political reasons, familiarity and previous experience with foreigners may be the explanation of prevalence of the integrative motivation over instrumental motivation (Degang (2010), Dongruangsri (2013) and Tanghom (2014)). On the other hand, instrumental motivation seems to have an impact on the situation where English is an obligatory requirement (Kyriacou & Zhu (2008), Al-Tamimi&Shuib (2009), Yuanfang (2009), Choosri & Intharaksa (2011), Chukate (2013) and Oranpattanachai

(2013)). Moreover, the distance from native English speakers may support the dominance of instrumental motivation over integrative motivation because it may be difficult to interact with the foreigners and assimilate their cultures.

The correlation between motivation and language learning achievement is still open to the question as to whether any relationship exists among motivation and achievement in studying English. For example, the findings of Gardner & MacIntyre (1993), Choosri&Intharaksa (2011), Kitjaroonchai & Kitjaroonchai (2012), Zanghar (2012) and Oranpattanachai (2013) regarding the relationship of motivation and achievement in studying English are not consistent. Gardner & MacIntyre (1993) confirmed there was correlation between both types of motivation, but integrative motivation was found to be more correlated. Kitjaroonchai & Kitjaroonchai (2012) demonstrated that both motivation types existed in the high achievers and the low achievers, but the high achievers showed a greater motivation. In other words, the stronger the motivation, the higher the achievement. Choosri & Intharaksa (2011) showed that instrumental motivation was correlated with achievement, whereas integrative motivation was at odds with the results of instrumental motivation. In contrast, Oranpattanachai (2013) revealed that there was no significant predictors of achievement and both types of motivation. The findings of Zanghar (2012) are also in line with Oranpattanachai (2013). That is, no correlation between both types of motivation and achievement were confirmed. However, outcomes of the existence of correlation between motivation and achievement in studying English remain equivocal. Therefore this paper will find out further information on this issue.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter is divided into four sections: (1) the subjects, (2) the instruments, (3) the data collection, and (4) the data analysis.

3.1 SUBJECTS

The target population was 109 students at Language Institute, Thammasat University. According to Leekitchwatana (2015), rule of thumb in calculating the sample of research is approximately 15-30 percent of the population. Hence, 44 students served as the participants in this study by using convenience sampling technique. Of the participants' gender, 15 students reported as males and 29 students were females. The 44 students were divided into 18 students of CEIC#18 and 26 students of MEC#17. The participants ranged from 21 to 50 years in age with a mean of 30. Of the participants' educational background, 18 were English majors and 26 reported non-English majors. The participants ranged in TU-GET score from 550 to 920 with an average of 625.

3.2 INSTRUMENT

The instrument administered in this study was a questionnaire. The questionnaire, adapted from Degang (2010) and Gardner's Attitude/Motivation Test Battery (AMTB)(1985), aimed to elicit the subjects' motivation in studying English. The AMTB was widely used in several motivation researches in many countries such as United States of America - Ushida (2005), United Arab Emirates - Qashoa (2006), Iran - Vaezi (2008), Malaysia - Al-Tamimi, & Shuib (2009), Libya - Zanghar (2012). The questionnaire was divided into three parts as follows:

Part 1 represented demographic information e.g. gender, age, the highest education, education background and TU-GET score.

Part 2 consisted of measurement of integrative motivation with 10 items and instrumental motivation with 10 items. Odd numbers of the questionnaires represented integrative motivation and even numbers indicated instrumental motivation. Degree of motivation was rated into 5 level Likert scale as follows:

5 refers to "strongly agree"

4 refers to "agree"

3 refers to "neutral"

2 refers to "disagree"

1 refers to "strongly disagree"

Part 3 was open-ended questions aimed to identify the reasons of studying Master Degree of Career English for International Communication (CEIC) & Master Degree of English for Career (MEC) and contribution to motivation types. The participants felt free to give their opinions in the blank space.

3.3 PROCEDURES

This section discusses the procedure for the research design and data collection.

3.3.1 Research Design

Prior to conducting the main study, two processes were run to ensure the reliability and eliminate confusion and ambiguities of wording. The first one was the Index of Congruency (IOC) which was aimed to test congruency and content validity between the questions and theory by two educational experts and the results revealed positive. Another one was the Cronbach's Alpha coefficient with a pilot study of 18 subjects of MEC#17 on 31 October, 2015. The results reported the Cronbach alpha as .81 which falls into the category of acceptable.

3.3.2 Data Collection

A copy of 109 questionnaires was distributed to the subjects at the beginning of class on 7 & 14 November, 2015 and 44 questionnaires were returned a week later. The participants were not required to provide their names, and they were informed that the information would be kept confidential and used only for research purposes. The participants were asked to answer the 20 items aimed to assess integrative motivation and instrumental motivation measured by five-point Likert scale anchored by strongly agree to strongly disagree. The subjects were also asked to

complete the general background information e.g. age, gender, education background and TU-GET score. The open-ended questions regarding the reasons of studying Master Degree of Career English for International Communication (CEIC) & Master Degree of English for Career (MEC) and contribution to motivation types were left blank for the participants to express their opinions.

3.4 DATA ANALYSIS

3.4.1 Quantitative Analysis

SPSS 17.0 program was used to calculate the descriptive statistics to find out frequency, percentage, mean scores and standard deviation. There were three procedures employed in this study as below. Quantitative analysis aimed to answer three research questions as follows:

1. Which motivation types have greater effects on Thai graduate students in Thailand who study English?
2. Is there any significant difference between integrative motivation and instrumental motivation?
3. Is there any correlation between motivation types and achievement in studying English?

3.4.1.1 Descriptive Statistics

Descriptive statistics were used to find out frequency and percentage in part 1 and mean and S.D. in part 2. After receiving the results of part 2, the scores of motivation types were interpreted from Degang (2010). A high motivation showed a high score, and a low motivation reflected a low score. With the computation of descriptive statistics, research question no.1 was answered.

Scale	Mean Range	Motivational Level	Score Range
5	Strongly Agree	Highest	4.50 - 5.00
4	Agree	High	3.50 - 4.49
3	Moderate	Moderate	2.50 - 3.49
2	Disagree	Low	1.50 - 2.49
1	Strongly Disagree	Lowest	1.00 - 1.49

Table 4 The interpretation of Score, Degang (2010)

3.4.1.2 A Paired Samples t-test

A paired samples t-test was computed to identify t-value, p-value, mean difference and confidence interval and found out which motivation types had a greater influence on the subjects to study English and if there was any significant difference between integrative motivation and instrumental motivation. A paired samples t-test fulfilled research question no. 2.

3.4.1.3 A Pearson Correlation

A Pearson correlation aimed to 1) analyze if there was any relationship between motivation and achievement in studying English among the subjects; 2) answer research question no. 3.

3.4.2 Qualitative Analysis

The three open-ended questions in part 3 were qualitatively analyzed using content analysis which was adapted from Zhang & Wildemuth (2009)'s eight steps of content analysis: step 1: prepare the data; step 2: define the unit of analysis; step 3: develop categories and a coding system; step 4: test your coding scheme on a sample of text; step 5 code all the text; step 6 assess your coding consistency; step 7: draw conclusions from the coded data; step 8: report your methods and findings.

CHAPTER 4
RESULTS

The previous chapter discussed the subjects of the study, the instruments, the procedures and the data analysis. This chapter reports the results of the study which were collected from the 26 students of MEC#17 and 18 students of CEIC#18 at Language Institute, Thammasat University. The results were obtained from a questionnaire adapted from Degang (2010) which was based on Gardner's Attitude/Motivation Test Battery (1985) and open-ended questions and the structure of the results was categorized into four parts as follows;

4.1 Descriptive statistics of general information and motivation

4.2 Statistics comparison between general information and motivation

4.3 Correlation between motivation and achievement of studying English

4.4 Results from open-ended questions

SPSS Statistics 17.0 was employed to analyze the descriptive statistics such as standard deviation, frequency, percentage, mean, independent samples t-test, pair samples t-test, one-way ANOVA and Pearson correlation.

4.1 DESCRIPTIVE STATISTICS OF GENERAL INFORMATION AND MOTIVATION

The first part of the questionnaires reported the demographic information comprising gender, age, education background, previous education background and TU-GET score.

Table 5 Gender of the Participants

Gender	Frequency	Percentage (%)
Male	15	34
Female	29	66
Total	**44**	**100**

According to table 5, a total of 44 students participated in this study. Of the respondents' gender, the majority of the participants reported female (66%), whereas the rest were male (34%).

Table 6 Age of the Participants

Age	Frequency	Percentage (%)
20 - 30	26	59
31 - 40	14	32
41 - 50	4	9
Total	**44**	**100%**
Mean		**30**

As shown in table 6, the age range was categorized into three groups: 20 – 30, 31 – 40 and 41 – 50. The participants' age ranged from 21 to 50 years old with a mean of 30. The majority of the participants fell in the range of 20 – 30 (59%), followed by 31 – 40 (32%) and 41 – 50 (9%).

Table 7 Education level of the Participants

Education Level	Frequency	Percentage (%)
Bachelor's Degree	35	80
Master's Degree	8	18
Doctoral's Degree	1	2
Total	**44**	**100**

As shown in table 7, the education level was divided into three levels: bachelor's degree, master's degree and doctoral's degree. The majority of the

participants held a bachelor's degree (80%), followed by master's degree (18%) and doctoral's degree (2%).

Table 8 Previous Education Background of the Participants

Major	Frequency	Percentage (%)
English	18	41
Non-English	26	59
Total	**44**	**100**

Table 8 indicated that most of the respondents studied in non - English majors (59%); whereas the rest of the respondents (41%) held English major degrees prior to enrolling in the Master Degree of Career English for International Communication (CEIC) & Master Degree of English for Career (MEC). However, it is assumed that both groups of the participants hold motivation to study English, since they have decided to study further in the English program.

Table 9 TU-GET Score of the Participants

TU-GET SCORE	Frequency	Percentage (%)
500 - 600	21	48
601 - 700	17	39
701 - 800	4	9
801 - 900	1	2
901 - 1000	1	2
Total	**44**	**100%**
Mean	**625**	

As illustrated in table 9, the respondents fell into the range score of 500 to 600 (48%), followed by 601 to 700 (39%), 701 to 800 (9%), 801 to 900 (2%) and 901 to 1,000 (2%). The mean score reported 625.

Table 4 Interpretation of Score of the Motivation Level

Scale	Mean Range	Motivational Level	Score Range
5	Strongly Agree	Highest	4.50 - 5.00
4	Agree	High	3.50 - 4.49
3	Moderate	Moderate	2.50 - 3.49
2	Disagree	Low	1.50 - 2.49
1	Strongly Disagree	Lowest	1.00 - 1.49

The score of 20 items in part 2 interpreted the degree of motivation as shown in the table 4. The higher score indicates the higher degree of motivation. The lower score represents the lower degree of motivation.

Table 10 Descriptive Statistics of Integrative Motivation

No	Statements	1	2	3	4	5	Total	Mean	SD	Motivation Level
Q2	I enjoy studying English.	0	0	2	19	23	44	4.48	0.59	High
Q4	I enjoy having a conversation in English.	0	1	9	16	18	44	4.16	0.83	High
Q6	I think English is important because it will allow me to meet and converse with more and varied people.	0	0	0	17	27	44	4.61	0.49	Highest
Q8	I study English because it can help me make foreign friends from other countries.	2	0	11	19	12	44	3.89	0.97	High
Q10	I study English because it enables me to better understand and appreciate the ways of life and cultures of native English speakers.	1	1	8	19	15	44	4.05	0.91	High
Q12	I study English because it enables me to appreciate English arts and literature.	2	4	13	16	9	44	3.59	1.06	High
Q14	I study English because it enables me to participate freely in academic and social activities of other cultural groups.	0	2	8	16	18	44	4.14	0.88	High
Q16	I study English because it enables me to behave like native English speakers e.g. accent, using English expressions.	0	8	10	14	12	44	3.68	1.07	High
Q18	I study English because it enables me to understand English books e.g. fiction, non-fiction books, movies, pop music etc.	0	0	3	19	22	44	4.43	0.62	High
Q20	I study English because I want to relocate to abroad.	9	6	14	9	6	44	2.93	1.32	Moderate
Overall Score								**4.00**	**0.88**	**High**

Table 10 illustrated that the participants showed a high integrative motivation in questions no. 2, 4, 6, 8, 10, 12, 14, 16 and 18. Among the group of high score questions, the participants showed the highest degree of motivation in Q6 (I think English is important because it will allow me to meet and converse with more and varied people.) with a mean score of 4.61. Q20 (I study English because I want to relocate to abroad.) which received the lowest score of 2.93 reported that the participants were moderately motivated. With an overall mean score of 4.00, it demonstrated the participants held a high integrative motivation. However, strongly

disagree frequency showed a small number in all statements except for Q20 which reported the highest scale of strong disagreement. Moreover, it can be assumed that they studied English because they have a desire to assimilate themselves into the target language community, to interact with native speakers and to engage in cultural activities. Nevertheless, they were neutral in relocating abroad. The reasons behind this might be that Thailand is a serene, secure and resource rich country and it is situated in a tropical area where the climate is hospitable. Furthermore, the political situation is not drastic.

Table 11 Descriptive Statistics of Instrumental Motivation

No	Statements	1	2	3	4	5	Total	Mean	SD	Motivation Level
Q1	I mainly focus on using English only for class assignments and exams.	6	12	8	11	7	44	3.02	1.32	Moderate
Q3	I am interested in reading only textbooks for my university study, but not other English texts e.g. newspaper, magazines.	12	11	8	10	3	44	2.57	1.30	Moderate
Q5	I mainly focus on achieving my master's degree in English for Careers or Career English for International Communication to increase my salary or career promotion rather than gaining knowledge in English.	7	12	11	7	7	44	2.89	1.32	Moderate
Q7	I study English because it increases a chance to work in multi-national companies or international organizations.	0	0	5	13	26	44	4.48	0.70	High
Q9	I study English because it is the requirement from my company to have English proficiency.	6	6	11	11	10	44	3.30	1.34	Moderate
Q11	I study English to improve my performance at workplace.	0	3	4	14	23	44	4.30	0.90	High
Q13	I study English because it will make me a knowledgeable person.	1	2	5	11	25	44	4.30	1.00	High
Q15	Being proficient in English will make other people respect me.	3	6	12	11	12	44	3.52	1.23	High
Q17	Being proficient in English can lead to more success and achievements in life.	1	0	3	18	22	44	4.36	0.81	High
Q19	Studying English is important because I will need to use it on my overseas trips.	2	3	8	17	14	44	3.86	1.09	High
Overall Score								**3.66**	**1.10**	**High**

As illustrated in table 11, Q7, Q11, Q13, Q15, Q17 and Q19 revealed a high level of motivation; whereas, Q1, Q3, Q5, Q9 showed a moderate level of motivation. The highest score which was related to career purposes fell in Q7 (I study English because it increases a chance to work in multi-national companies or international organizations.) and the lowest score which was related to non-academic purposes fell in Q3 (I am interested in reading only textbooks for my university study, but not other English texts e.g. newspaper, magazines). With the overall mean score of 3.66, it can be inferred that the participants had a high degree of instrumental motivation in studying English. The results also indicated that the participants studied English because they wanted to progress up their career, have achievement in their life and gain honor or prestige. On the other hand, the participants were neutral in primarily focusing on the university and company requirements. It can be inferred that the participants wished to gain knowledge from studying English and use it as an instrument to succeed in their life.

Table 12 Overall Mean Score of Integrative Motivation and Instrumental Motivation

Motivation	Mean	Degree of Motivation
Integrative Motivation	4.00	High
Instrumental Motivation	3.66	High
Overall Mean Score	**3.83**	**High**

As presented in table 12, an overall mean score of 3.83 of both types of motivation reported that the participants were strongly motivated to learn English. Comparing between integrative motivation and instrumental motivation, it revealed that integrative motivation had a slightly higher mean score than instrumental motivation with a mean difference of 0.34. In other words, the participants almost held equal integrative motivation and instrumental motivation. The minor difference reveals that integrative motivation had slighter influence than instrumental motivation. The students may have positive attitudes and learn English due to their aspiration to assimilate themselves into the language community and their appreciation of the cultures of the targeted language group rather than achieving

utilitarian purposes. In conclusion, integrative motivation and instrumental motivation had an influence on studying English, but the first one showed a greater impact.

Table 13 The Higher Mean Scores of Motivation

No	Statements	Mean	Degree of Motivation	Types of Motivation
Q6	I think English is important because it will allow me to meet and converse with more and varied people.	4.61	Highest	Integrative Motivation
Q2	I enjoy studying English.	4.48	High	Integrative Motivation
Q18	I study English because it enables me to understand English books e.g. fiction, non-fiction books, movies, pop music etc.	4.43	High	Integrative Motivation
Q7	I study English because it increases a chance to work in multi-national companies or international organizations.	4.48	High	Instrumental Motivation
Q17	Being proficient in English can lead to more success and achievements in life.	4.36	High	Instrumental Motivation

Table 13 showed the five highest mean scores of integrative motivation and instrumental motivation.

Q6 (I think English is important because it will allow me to meet and converse with more and varied people.) revealed that the participants had a desire to communicate with people from different countries. The reasons behind this may be that globalization has come to have an influence on the ways of life and allows the participants to exchange information easier, thus they may have a chance to interact with other people from different parts of the world. It is widely known that English is the key to communication; as a result, the respondents may be aware of this importance and want to study English.

Q2 (I enjoy studying English.) showed that the students were happy when they studied English. The aforementioned table 8 reported that 41% of the students held English major degrees and this may be part of the explanation as to why they like to study English and further study in an English program for their master's degree. The rest (59%) of the students were non-English majors in their bachelor's degree, but had

made a decision to study in an English program. This may infer that they have had a good experience in English learning.

Q18 (I study English because it enables me to understand English books e.g. fiction, non-fiction books, movies, pop music etc.) showed that the respondents had positive attitudes towards the English language and wanted to explore new knowledge from non-academic materials. Moreover, it can be inferred that they are interested in arts, cultures and literature of English-speaking countries.

Q7 (I study English because it increases a chance to work in multi-national companies or international organizations.) revealed the highest mean of instrumental motivation. It can be assumed that the participants study English because they have a great desire to work in global companies which can offer a higher salary than local companies.

Q17 (Being proficient in English can lead to more success and achievements in life.) showed the second highest mean score of instrumental motivation. This can imply that the students decided to study English because they wish that English can lead them to obtain recognition and educational or professional attainments. Furthermore, to master English skills is considered to be an asset in applying for highly-paid jobs.

Table 14 The Lower Mean Scores of Motivation

No	Statements	Mean	Degree of Motivation	Types of Motivation
Q9	I study English because it is the requirement from my company to have English proficiency.	3.30	Moderate	Instrumental Motivation
Q1	I mainly focus on using English only for class assignments and exams.	3.02	Moderate	Instrumental Motivation
Q20	I study English because I want to relocate to abroad.	2.93	Moderate	Integrative Motivation
Q5	I mainly focus on achieving my master's degree in English for Careers or Career English for International Communication to increase my salary or career promotion rather than gaining knowledge in English.	2.89	Moderate	Instrumental Motivation
Q3	I am interested in reading only textbooks for my university study, but not other English texts e.g. newspaper, magazines.	2.57	Moderate	Instrumental Motivation

Table 14 revealed the five lowest mean scores of motivation. One-fifth of the statements fell in the category of integrative motivation and the rest fell in the category of instrumental motivation.

Q9 (I study English because it is the requirement from my company to have English proficiency.) showed that the companies where the participants worked does not require them to hold English proficiency scores e.g. TOEIC, TOEFL and IELTS. Hence, they do not study due to an obligatory requirement.

Q1 (I mainly focus on using English only for class assignments and exams.) , Q5 (I mainly focus on achieving my master's degree in English for Careers or Career English for International Communication to increase my salary or career promotion rather than gaining knowledge in English.) and Q3 (I am interested in reading only textbooks for my university study, but not other English texts e.g. newspaper, magazines.) showed that the students want to acquire knowledge from non-academic methods rather than principally focus on fulfilling the academic requirement. They also want to use English in everyday life for entertainment such as reading magazines, listening to music and watching movies.

Q20 (I study English because I want to relocate to abroad.) indicated that the students moderately agreed that they study English because they want to settle down abroad.

4.2 STATISTICAL COMPARISON BETWEEN GENERAL INFORMATION AND MOTIVATION

Table 15 An Independent Sample t-test of Gender and Motivation

		N	Mean	Mean Difference	*t* value	Significance
Motivation	Male	15	3.86	0.05	0.286	0.776
	Female	29	3.81			

An independent t-test was computed to see if there was any difference between male and female students in the mean score of integrative motivation and instrumental motivation. Mean of male students reported higher than mean of female students (M= 3.86, 3.81) respectively. Put differently, male students were slightly more motivated to study English than female students. However, the results of an independent t-test revealed that there was no significant difference in the scores for male (M = 3.86) and female (M = 3.81) where p was 0.776. The results suggested that gender did not have an effect on the degree of motivation.

In summary, male participants had a higher motivation than female participants. Additionally, gender and motivation were not statistically different. In other words, gender did not have an impact on motivation.

Table 16 Statistical Comparison between Age and Motivation

Variable	Sum of Squares	df	Mean Square	F	Significance
Between groups	13.500	31	.435	.950	.570
Within groups	5.500	12	.458		
Total	19.000	43			

A one-way ANOVA was computed to compare the effect of age difference on the degree of motivation. An analysis of variance revealed that there was no significant effect of age difference on the degree of motivation at p > 0.05.

Table 17 Statistical Comparison between Education and Motivation

Variable	Sum of Squares	df	Mean Square	F	Significance
Between groups	4.727	31	.152	.366	.988
Within groups	5.000	12	.417		
Total	9.727	43			

A one-way ANOVA was performed to compare the effect of the level of education on the degree of motivation. An analysis of variance indicated that there was no significant effect of the level of education on the degree of motivation at p > 0.05.

Table 18 An independent Samples t-test of Major and Motivation

		N	Mean	Mean Difference	t value	Significance
Motivation	English Major	18	3.89	0.11	0.593	0.556
	Non-English Major	26	3.78			

An independent t-test was calculated to compare the degree of motivation in English major and non-English major students. There was no significant difference in the scores for English major (M = 3.89) and non-English major (M = 3.78), since p > 0.05. The results suggested that major did not have an effect on the degree of motivatio

Table 19 Statistical Comparison between Integrative Motivation and Instrumental Motivation

	N	Mean	Mean Difference	t value	Significance
Integrative Motivation	44	4.00	0.34	-4.209	.000
Instrumental Motivation	44	3.66			

As illustrated in table 12, the respondents had a high level of both motivation types, but integrative motivation had a slightly higher score than instrumental motivation. A paired samples t-test was conducted to compare mean of integrative motivation and mean of instrumental motivation. The results indicated that scores were significantly higher for the subscale of integrative motivation (M= 4.00) than for the subscale of instrumental motivation (M = 3.66) where p was 0.000. In other words, the results suggested there was a significant difference between integrative motivation and instrumental motivation.

4.3 CORRELATION BETWEEN MOTIVATION AND ACHIEVEMENT IN STUDYING ENGLISH

Table 20 Correlation between Motivation and Achievement in Studying English

Variables	Correlation Coefficient (r)	Relationship
TU-GET Score	-0.92	No Correlation
Motivation		

A Pearson correlation coefficient was calculated to assess the relationship between achievement in studying English and motivation. As shown in table 20, a correlation for the data indicated that achievement and motivation were not significantly related at r = -0.92. The higher level of score was not associated with stronger motivation.

4.4 RESULTS FROM THE OPEN-ENDED QUESTIONS

      The results from three open-ended questions in part 3 aimed to explore the contribution to integrative motivation and instrumental motivation. Table 21 illustrated the recurring themes the participants indicated in the open-ended questions, together with frequency and percentage. The participants were asked to identify the reasons for further studying in an English program, ideas on the significance of English in career and interest in English cultures and literature. The participants could identify more than one argument and subsequently similar statements were categorized in the same theme. Below are the three questions where the results are reported in the form of frequency and percentage.

      1. Why makes you enroll in English program -Master Degree?

      2. Do you think English is important for your career?   Please explain.

      3. Are you interested in English cultures and literatures?   Please explain.

Table 21 Reasons for Further Study in English Program

Rank	Reasons	Frequency	Percentage (%)	Motivation Type
1	Improve English Skills or Proficiency	20	41	Instrumental
2	Benefit Current or Future Jobs	10	20	Instrumental
3	Others	5	10	Instrumental / Integrative
4	Acquire More Knowledge	4	8	Instrumental / Integrative
5	Boost up Confidence and Self-esteem	4	8	Integrative
6	Get a master's degree	4	8	Instrumental
7	Fulfill Inherent Interest and Pleasure	2	4	Integrative
	Total	**49**	**100**	

Note: One participant could render more than one response, thus the frequency was beyond the total number of the participants.

      There were 38 participants who gave opinions and six participants did not provide answers. Table 21 illustrated the reasons for further study in an English program for a master's degree. 41% of the respondents agreed that they enrolled in an

English program for a master's degree because they aspired to develop their English competency. 20% of the students thought that studying English could give them a great advantage to their present or future careers. Broadening knowledge, boosting up confidence and obtaining a master's degree accounted for 8%. As can be seen, more than half of the reasons given fell in instrumental motivation while 12% of reasons no. 5 and 7 were under integrative motivation. It can be concluded that the participants were integratively and instrumentally motivated to study English. Below are the direct quotes from the participants.

"Because learning English can lead you to other thing more important than you think. And it can give you an opportunity to open a new chapter of your life."

"The course provided in the program looks interesting to apply in career. These can develop to become a professional English language user."

"Because I would like to get Master Degree in English for applying in a position provided at the international organization."

"I enroll in English program – Master Degree because it can improve my English skills in communicating with foreigners. It also leads to more success."

"To enhance my self-esteem and confidence."

"To enhance my English language proficiency and to get a degree from an accredited

University."

"I've got Bachelor degree in English major, so I want to get more knowledge in English as well. It helps me feel more confident while doing international business."

Table 22 Significance of English to Careers

Rank	Importance of English	Frequency	Percentage (%)
1	Communicating Internally or with an External Company	17	41
2	Part of the Job	11	27
3	Changing a Job	6	15
4	Requirement of the Company	4	10
5	Increasing Competitiveness	2	5
6	Others	1	2
	Total	**41**	**100**

The total number of responses in table 22 was less than the total number of participants because 37 participants provided answers, and seven participants left it blank. Most of the students perceived English as important with a variety of reasons. 41% showed that the participants used English in their workplaces as a basic form of communication with colleagues, customers and suppliers. 27% of the students saw English was part of their jobs. Finding a new job, which ranked in the third place, accounted for 15%. This indicated that English could be an asset in applying for a new job. Requirement of the company reported 10%. 5% of the participants saw that English could increase competitiveness in work. Finally, 2% of the respondents thought that English could bring them substantial benefits because a wealth of information was available in English. Below are the direct quotes from the participants.

"Yes, I want to change a job."

"Yes, I have to discuss and read emails to foreign colleagues."

"Absolutely important. My job is to use English as a major component of working. I mean teaching students, if the teacher is an expert of using English, this will be a benefit for students."

"Yes I do. I need to use English every day in my workplace since my company is an international company."

"I think English is important for my career because I have to communicate and deal with foreign customers."

"Yes, I have to have publication in English."

"Yes, it allows me to have better opportunities in my career, comparing with colleagues who have not ability in English."

Table 23 Interest in English Cultures and Literatures

This part illustrated the interest in English cultures and literatures, which will be separated into two categories: Interest and No Interest.

Rank	Reasons	Frequency	Percentage (%)
1	Personal Interest / Self-Enjoyment	15	41
2	Understand Cultures	6	16
3	More Knowledge	5	14
4	More Information	5	14
5	Others	3	8
6	No Reasons Provided	3	8
	Total	**37**	**100**

Table 24 No Interest in English Cultures and Literatures

Rank	Reasons	Frequency	Percentage (%)
1	Interested in Other Parts of English	3	33
2	No Reasons Provided	3	33
3	Difficult	2	22
4	Others	1	11
	Total	**9**	**100**

Table 25 Comparison of the Opinions

Opinion	Frequency	Percentage (%)
Interest	37	80
No Interest	9	20
Total	**46**	**100**

37 respondents provided answers, and seven participants left it blank. As indicated from table 25, percentage of interest was far beyond no interest. This result

suggested that the respondents held higher integrative motivation than instrumental motivation. Looking into the details of table 23, it was apparent that inherent interest and personal pleasure ranked in the first place (41%). Understanding cultures came in at second place (16%). Getting extra information and expanding new knowledges reported at 14% with the third rank. On the other hand, in the category of no interest, 33% of the respondents revealed that they were interested in other parts of English. They further explained that they preferred to use English as a communication tool with foreigners. 22% of them expressed that they did not prefer cultures and literatures because they were difficult to understand. Below are the direct quotes from the participants.

"Yes. I love to read literatures in many categories because it taught me and give information / details of their culture."

"Yes, it's give me the extra knowledge."

"Yes. I'm always interested in reading English fictions and novels. Reading English stories make me understand other countries' cultures more and broaden my world."

"Yes, I'm also interested in another field of English such as fiction books, movies, songs etc. Moreover, studying English is not only learning about academic English. It's also about how native speakers use. That will reflect tradition and culture of that country."

"I am interested in English cultures because it must be useful for dealing with the foreigners."

"No, it's boring and hard to understand."

"Not really, I prefer applied linguistic that can be applied to use in the real world. I think I am not interested in English cultures and literatures. I have been studying English because it is used as the main medium of communicating with foreigners. Therefore, it is very important to me to learn English."

In summary, this chapter reported the results of the study in terms of demographic information, the degree of integrative motivation and instrumental motivation, association between achievement and motivation and factors contributing to integrative motivation and instrumental motivation. The findings of the study are presented in the next chapter.

CHAPTER 5
CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This study aims to explore the degree of motivation in studying English of the first year and second year students at Language Institute, Thammasat University. Three specific objectives were established. First, to identify the level of integrative motivation and instrumental motivation and also explore which types of motivation have a greater effect on the students in studying English. Second, to determine whether there is any significant difference between integrative motivation and instrumental motivation. Finally, to find out if motivation and achievement in studying English are correlated. The implementation of this study was formulated by three research questions:

RQ1: Which motivation types have greater effects on the students to study English?

RQ2: Is there any significant difference between integrative motivation and instrumental motivation?

RQ3: Is there any correlation between motivation types and achievement in studying English?

This chapter presents (1) a summary of the findings, (2) the discussion, (3) the conclusion, (4) the recommendations for further research (5) limitations of the study, and (6) implications of the study.

5.1 SUMMARY OF THE FINDINGS

5.1.1 The Research Questions
RQ1: Which motivation types have greater effects on Thai graduate students in Thailand who study English?

Descriptive statistics were used to calculate mean and SD to answer RQ1. According to table 12, the results suggested that both types of motivation existed among the students. However, integrative motivation prevailed over instrumental

motivation. To summarize, the students had high integrative motivation and instrumental motivation to study English because the overall mean score of each category fit into the high level. Integrative motivation, nonetheless, showed a bigger impact on instrumental motivation with a mean difference of 0.34. This is consistent with Yuanfang (2009), Degang (2010), Zanghar (2012), Mukundan (2013) and Dongruangsri (2013). However, the results contradict Al-Tamimi&Shuib (2009), Choosri & Intharaksa (2011), Kitjaroonchai & Kitjaroonchai (2012), Oranpattanachai (2013), Tahaineh & Daana (2013) and Chukate (2013) who revealed that instrumental motivation had a greater impact on the participants than integrative motivation.

RQ2: Is there any significant difference between integrative motivation and instrumental motivation?

To draw a comparison between integrative motivation and instrumental motivation of the students in studying English, a paired samples t-test was generated. The results indicated that the difference between integrative motivation (M= 4.00) and instrumental motivation (M = 3.66) was significant (p = 0.00). It can be concluded that the reasons for studying English by the students can be attributed to integrative motivation rather than instrumental motivation. The results are in line with Vaezi (2008), Mukundan (2013) and Oranpattanachai (2013). However, the results are different from Zanghar (2012).

RQ3: Is there any correlation between motivation types and achievement in studying English?

To observe the correlation between motivation and achievement in studying English, a Pearson correlation was computed. The results demonstrated that there was no correlation between motivation and achievement in studying English. The results are in line with Zanghar (2012) and Oranpattanachai (2013). On the other hand, the results are in contrast with Gardner & MacIntyre (1993) and Kitjaroonchai & Kitjaroonchai (2012).

5.1.2 Open-ended Questions

Three questions were administered in this study in order to support the results of the close-ended questions.

Q1. Why makes you enroll in English program – Master Degree?

Q2. Do you think English is important for your career?   Please explain.

Q3. Are you interested in English cultures and literatures?   Please explain.

The qualitative findings of this part supported the quantitative findings (Questionnaire Part 2). That was, a large number of participants matriculated as graduate students in an English program because they wanted to develop English proficiency, advance current and future careers, gain more knowledge, build up confidence and self-esteem, obtain a master's degree and complement personal satisfaction. Moreover, the participants agreed that English was very crucial in their careers in various aspects. Most of them revealed that English was the medium of communication and part of their jobs. They also thought that English could be beneficial when seeking a job. Some participants indicated that it was compulsory for them to use English. Increasing competitiveness would also be a reason for the significance of English. For the opinions of interest in English cultures and literatures, a larger number of participants revealed that they were interested owing to personal interest and self-enjoyment, understanding cultures, acquiring more knowledge and information. Those who did not prefer English cultures and literatures disclosed that they were difficult to understand and they preferred to solely use English for communication. These findings strongly reinforced the results of questionnaire part 2 in that the participants were more inclined to integrative motivation than instrumental motivation and yet the degree of both types of motivation were reported high. In others words, although the degree of integrative motivation was stronger than instrumental motivation, the degree of both types of motivation were categorized in the high rank. It can be summarized that integrative motivation and instrumental motivation existed among the participants.

5.1.3 Causal Relationship between Personal Information and Motivation of Studying English

Gender and Motivation of Studying English

Male and female students were not statistically different in motivation of studying English. In other words, gender did not have an influence on the motivation of studying English.

Age and Motivation of Studying English

It was reported that age differences showed no statistical difference. In other words, age did not have an effect on the motivation of studying English.

Education and Motivation of Studying English

The level of education was not statistically different in motivation of studying English. Put differently, the level of education showed no influence on motivation of studying English.

Previous Education Background and Motivation of Studying English

Previous education background was divided into two groups: English majors and non-English majors. No significant differences were found between English majors and non-English majors with regard to motivation of studying English. Thus, previous education background did not have an impact on motivation of studying English.

TU-GET Score and Motivation of Studying English

TU-Get score was the English proficiency test used to measure the achievement in studying English in this study. Students' motivation showed no correlation with English achievement.

5.2 DISCUSSION

  This section discussed the findings of the study and was divided into two main topics: 1) the research questions, 2) the higher and the lower motivation types.

  5.2.1 The Research Questions

    RQ1: Which motivation types have greater effects on the Thai graduate students in Thailand who study English?

      Gardner (1985) stated that motivation in learning a language comprises three attributes, namely determined attempt, an aspiration to goal attainment of language learning and favorable attitudes towards language learning. In order to achieve the fruitful outcome of learning a language, motivation is considered to be the vital factor in leading the learners to the end results (Dornyei, 1998). Learners can prolong the time of language learning with the help of motivation. Ability only cannot lead the learners to maintain progress with their long-term goals. In the absence of motivation, learners may forgo their goals. Hence, this study centrally focuses on integrative motivation and instrumental motivation.

      The results demonstrated that the students had high integrative motivation and instrumental motivation. The results are in line with Degang (2010), Kitjaroonchai & Kitjaroonchai (2012), Zanghar (2012) and Oranpattanachai (2013). However, integrative motivation was slightly stronger than instrumental motivation of studying English. This is consistent with Yuanfang (2009), Degang (2010), Zanghar (2012), Dongruangsri (2013) and Mukundan (2013). According to the results of integrative motivation, the participants agreed at the highest level that they studied English because they wished English could help them to communicate with people from different countries. This could support the proficiency in English learning as Gardner & Lambert (1959) affirmed that integratively motivated students learned faster and were likely to reach educational attainment more than those who were not integratively motivated.

      Gardner (1985a, 2000) stated that integrative motivation is the combination of three components: integrativeness, attitudes toward the learning situation and motivation (as cited in Masgoret & Gardner, 2003). Dornyei (1990) and Vaezi (2008) contended that integrative motivation supported the progress of

language learning. Vaezi (2008) explained that students with integrative motivation appreciate the target culture and dedicate themselves to finding extra information on cultures and literatures which help them to improve their language proficiency. Looking at the previous education background, almost 50% of the participants were English majors and they may be accustomed to the native speakers and English environment, have a chance to interact with native speakers and have good attitudes towards English learning. The rest of the participants who graduated from non-English majors may also have favorable attitudes towards English, since they chose further study in an English program. Moreover, parts of the jobs of the non-English major students may increase the chance to communicate with foreigners. With these reasons, the students may be motivated to study English. These results also support Gardner's (2010) findings in that integrative motivation helps learners to be persistent in the learning process which eventually aids them to enhance their skills in the second language and develop competency (as cited in Gardner 2012).

The respondents showed the least agreement that they study English since they wanted to relocate to abroad. The explanation may lie in the fact that the political situation in Thailand is not drastic. Although Thailand has experienced the situation of civil unrest, toppling the government and prolonged demonstrations, the situation did not run rampant. This may support the reason why the participants have no aspiration to relocate. Comparing this to the findings of Zanghar (2012) and Mukundan (2013) where the participants of their study lived in Libya and Iran respectively, the populations of the said countries may have traumatic experiences from political situations and might want to relocate.

With respect to instrumental motivation, the respondents showed a slightly lower than integrative motivation, but it was still in the high level. The results contradict Al-Tamimi&Shuib (2009), Yuanfang (2009), Choosri & Intharaksa (2011), Kitjaroonchai & Kitjaroonchai (2012), Chukate (2013), Oranpattanachai (2013) and Tahaineh & Daana (2013). The students agreed at the highest level that they study English because it increases a chance to work in multi-national companies or international organizations. Saville-Troike (2006) pointed out that instrumental motivation is when a learner studies a language because of utilitarian purposes such as career progression, passing an exam and gaining social status. Thus,

the respondents were instrumentally motivated to study a language because they wish to get a job at the multinational corporations where English is the dominant language in business operations. Moreover, the students may want to use English as the medium in communicating internally and externally with other organizations. Apart from this, the organizations may prefer the employees with greater English proficiency and this may push the students to study English. The results are also in line with Choosri & Intharaksa (2011) and Chukate (2013) who revealed that the students studied English because they wanted to study further, have a good grade and have a good job. The reasons of lower integrative motivation might be the lesser chance to interact with foreigners and different cultures.

The existence of a high degree of integrative motivation and instrumental motivation supports the findings of Gardner & MacIntyre (1991) who revealed that with both types of motivation, learners perform better than those without both types of motivation. Moreover, to influence second language learning, integrative motivation and instrumental motivation are of importance. Furthermore, Harmer (1992) indicated that motivation supports the success of learning a second language. Motivation can drive and propel a person to expend effort to accomplish the goal. An unmotivated person is unlikely to reach the target. Consequently, it can be assumed that both types of motivation are dominant factors in studying English.

Finally, the findings of the open-ended questions supported the existence of integrative motivation and instrumental motivation. Question 1 (the reasons for enrolling in an English program for a master's degree) revealed that the majority of the students wished to improve their English proficiency. This statement could be contributed to instrumental motivation, since enhancing proficiency can benefit the students in numerous aspects such as career advancement and offers a huge advantage compared to those with lack of English proficiency. The second highest agreement was studying English could increase the strengths to their current and future jobs. Some of the participants work for multi-national companies; hence English is of the utmost importance in their routine jobs. Moreover, presently English plays a dominant role in local and international businesses. Consequently, demonstrating good English skills can be an additional benefit of the candidates in seeking a new job. The respondents attributed an equal weight to the statements of

broadening extra knowledge, obtaining a master's degree and raising confidence. The students may see that proficiency in English can take precedence over those with lower English skills. It is widely known that an abundance of knowledge is accessible with the help of English, hence understanding English can help the process of gaining new knowledge more conveniently. Furthermore, understanding English can increase confidence in communicating with foreigners which subsequently results in productive outcomes. Apart from this, earning a master's degree was an important reason for the participants to study further, since currently many companies require candidates to hold a master's degree, thus the students may want to comply with this requirement. The least agreement to join a master's degree program was personal interest. In summary, the results of open-ended question no. 1 imply that the participants joined a master's degree program due to integrative and instrumental reasons.

With regard to the importance of English to careers (Q2), most of the students revealed that they used English as a tool in communication internally and external companies. The second importance was their current jobs were integrated with English. This may be due to the fact that the students work for multi-national companies, thus English is the dominant language in working. Changing a job and increasing competitiveness came at the third and fourth importance. It is commonly known that English language is the business language, thus business activities are conducted in English and it is possible that this great significance inspires the participants to study English. The respondents also revealed that their jobs required them to be proficient in English. Finally, English proficiency could increase their competitiveness compared to those who lacked it. The result in this part suggested that the primary significance of English to careers was instrumental motivation.

Apart from being instrumentally motivated, the students were integratively motivated to study English. This can be seen from the opinions of interest in English cultures and literatures (Q3). The greater number of the respondents expressed that they were interested in English cultures and literatures. The reasons given were that they personally liked diverse cultures and read literatures for enjoyment. Moreover, the students also thought that cultures and literatures could bring them additional information and knowledge. The students also longed for

understanding new cultures that could widen their perspectives. With respect to the reasons of no interest, the participants revealed that they did not prefer English cultures and literatures because they were difficult to understand. The results of this part revealed that the participants were more integratively than instrumentally motivated to study English.

In conclusion, the results of questionnaire's part 2 reported that the participants were both integratively and instrumentally motivated to study English, and the degree of each motivation indicated high. However, the participants showed a stronger inclination of integrative motivation than instrumental motivation. The results of questionnaire's part 3 (open-ended questions) were in line with the results of part 2. That was, integrative motivation and instrumental motivation existed among the participants and each of the motivations was reported at high.

RQ2: Is there any significant difference between integrative motivation and instrumental motivation?

A paired samples t-test showed significant difference regarding integrative motivation and instrumental motivation. However, the score of integrative motivation was higher than instrumental motivation. These results put an emphasis on the results of research question no.1. That was, the participants were more integratively motivated to learn English. This is different from earlier research studies that suggested that instrumental motivation is more influential on the participants than integrative motivation e.g. Rahman (2005), Qashoa (2006), Vaezi (2008), Al-Tamimi & Shuib (2009), Choosri & Intharaksa (2011) and Kitjaroonchai & Kitjaroonchai (2012). The results of open-ended question no.3 (Are you interested in English cultures and literatures? Please explain.) confirmed that most of the participants were interested in cultures and literatures, and also revealed that the participants personally enjoyed the English literatures and cultures. This may be due to the openness of Thailand to all cultures and religion without prejudice, thus Western media, e.g. movies and songs, which are aired on televisions and radio may enable the participants to perceive and access Western cultures and literatures.

RQ3: Is there any correlation between motivation and achievement in studying English?

A Pearson correlation coefficient revealed that there was no correlation between TU-GET score and motivation. That was, increases in the score of TU-GET did not correlate with increases in the level of motivation. The students with high motivation did not have to perform better in language learning than the students with low motivation. The results are opposed to Gardner (2012), Gardner & Lambert (1959), Li & Pan (2009) and Oranpattanachai (2013). Likewise, Choosri & Intharaksa (2011) reported a significant correlation between motivation and achievement in studying English. The results, however, are in the same line with Zanghar (2012) who demonstrated that motivation was not correlated with the participants' grades.

The reason why no association between motivation and achievement was found may be identified in two aspects. First, the students who had TU-GET tests may have experienced unprecedented circumstances e.g. getting sick and lack of sleep prior to the exam date which may have an influence on the potential of doing a test. Second, it can be speculated that the participants in this study who held either high score or low score of TU-GET have high motivation in studying English for different reasons such as developing English skills, changing jobs and personal interests. As a result, all of the respondents pursued further education in an English program.

5.2.2 The Higher and the Lower Mean Scores of Motivation

The results revealed that among the five statements with the highest mean score, three out of five fell in the category of integrative motivation. Gardner (2005) outlined the socio-educational model that integrative motivation is vital to attitudes to learning situations and language achievement. Gardner & Lambert (1959) explained that an integratively motivated person is likely to be motivated to learn the language with openness to the target language community, positive attitudes towards learning situations and low levels of language anxiety. Therefore, it can be assumed that the participants in this study learn English due to personal pleasure and favorable attitudes such as a desire to communicate with different people,

entertainment in English learning and English media. However, the results are opposed to Kitjaroonchai & Kitjaroonchai (2012) where their participants showed the three highest levels of agreement at instrumental motivation. Their participants studied English because they saw English as an instrument in getting a good job and facilitating overseas trips.

The rest of the statements which were categorized into instrumental motivation were associated with attainment and career prospects. Wilkins (1972) explained instrumentally motivated students study a language because of the desire to use it as an instrument such as passing an exam, applying it in a career and travelling abroad (as cited in Al-Tamimi & Shuib, 2009). These results point to the same direction as Al-Tamimi & Shuib (2009) who reported that the students perceived English as an instrument in seeking a job in oil companies where excellent English skills were preferable. These results are also consistent with Liu (2007) who revealed that the students were more instrumentally motivated to study English because of securing future jobs, searching information on the Internet, broadening knowledge and keeping pace with current situations in the world. Another possible reason that supports why the students studied English for instrumental purposes is the role of English as an international language. Junichi & Samida (n.d.) asserted that international business supports the dominance of English, and effectively using English is one of the desirable qualifications in applying for a job at large companies. This reason instigates people to study English in order to get high paid jobs.

The results of the five lowest mean scores of motivation demonstrated that four out of five fell in the category of instrumental motivation. This confirmed the results of questionnaire's part 2 revealing the participants were more integratively motivated. Moreover, the results indicated that the students did not mainly focus on academic materials and instrumental benefits. The students, on the other hand, expressed a desire to study English in order to acquire knowledge from non-academic sources.

5.3 CONCLUSION

   This study can be concluded as follows:

   5.3.1 Thai graduate students had strong integrative motivation and instrumental motivation. However, integrative motivation was the dominant motivation in studying English among the Thai graduate students.

   5.3.2 The respondents were integratively motivated to study English due to a desire to meet and communicate with varied people, real pleasure and enjoyment and broadening new knowledge. On the other hand, the respondents were instrumentally motivated to study English because they wished to get a job at multi-national companies, develop potential and gain social prestige.

   5.3.3 It was found that integrative motivation and instrumental motivation showed a significant difference. With respect to gender, age, education level, and previous education background, there were no significant differences between the said variables and motivation.

   5.3.4 There was no correlation between motivation and achievement in studying English. In other words, motivation was not associated with achievement in studying English, hence higher motivation might not result in higher achievement.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and discussion, the recommendations for further study are as follows:

5.4.1 As can be seen from the findings, motivation is a crucial factor in driving the students to learn. Krashen (1982) stressed that there are three affective factors (motivation, self-confidence & self-image and anxiety) having an influence on the achievement of second language acquisition. High motivation, high self-confidence & self-image and low anxiety will support better performance in second language acquisition, since those low filters enable the learners to fully receive new information. The findings of this study also suggested that integrative motivation and instrumental motivation had an impact on studying English. Integrative motivation reported to be the dominant motivation in studying English. According to several findings of Gardner, integrative motivation surpasses instrumental motivation and is proved to be a crucial factor in the achievement of L2 language learning. Dornyei (1994) explained that teachers can help stimulate motivation of students by raising cross-cultural awareness, navigating integrative motivation and instrumental motivation and introducing cultural activities that can boost the degree of motivation. Hence, it is worthwhile for the instructors to strengthen the level of integrative motivation. For example, extracurricular activities that allow the students to have a chance to interact with the foreigners should be included. Interaction with foreigners can allow the students to perceive the real image of the foreigners, understand cultural differences and be aware of cultural sensitivity. If the students are high in integrative motivation, it is possible that they will be personally engaged in English language learning and eventually can develop their English proficiency.

5.4.2 Since the study was conducted with a small number of 44 students, it obstructs the generalization to the whole population. It is recommended that further studies be conducted with larger sample sizes, and be extended to other faculties and universities in order to see if there is any distinction between English majors and non-English majors, public universities and private universities.

5.4.3 As the sole indicator of achievement was TU-GET score, another indicator should be involved in this study so as to increase greater reliability.

5.4.4 Interviews should be incorporated to elicit additional information.

5.4.5 Future studies should explore other factors that have an influence on English language learning.

5.5 LIMITATIONS OF THE STUDY

There are four limitations posed in this study. First, the limited number of the participants may obstruct the generalizability of the findings because small number of the population may not represent the entire population. Second, the sample participating in this study was solely selected from Language Institute, Thammasat University, thus it is highly recommended that any reference drawn from the results of this study should be done under discretion. Third, the participants may interpret the meaning of the questionnaires differently. Fourth, the indicator of achievement in this study is TU-GET score which may not represent the real potential of the participants, since there may be some uncontrollable factors impacting on the score. For instance, if the participants were getting sick on the exam date, this may result in unfavorable scores.

5.6 IMPLICATION OF THE STUDY

In order to reach achievement in studying English, teachers may take part in boosting student's motivation. As indicated from the findings, students were more integratively motivated than instrumentally motivated. We know that learning a second language is not a one day process and it consumes considerable time and requires determined attempt, perseverance and passion in order for the students to be successful. Integrative motivation is believed to support the success of language learning because integratively motivated students learn a language due to their personal interest, thus they are less likely to quit. Gardner (1985) asserted that integratively motivated students are likely to expend their effort along the language learning. Teachers may foster integrative motivation of study by introducing cultures, literatures and history while teaching. Teachers may bring entertainment tools such as movies and songs into the classrooms. Edutainment will bring fun and knowledge at the same time and make students relax. Moreover, this may help students to develop positive attitudes towards native speakers. As a matter of fact, Thai students are

distant from native speakers and this obstructs them from contact with foreigners. Teachers may invite native English teachers to the classes to help students be familiar with them and also shore up their confidence in speaking English with native speakers. According to the Department of Tourism's official websites, the total number of tourists in Thailand as of 2015 was reported at the tremendous amount of 29,881,091. Teachers may take this opportunity to arrange extracurricular activities such as interviewing native speakers in order to promote students to interact with them.

However, instrumental motivation is also important in achievement in English learning. Thus it is ideal to stimulate instrumental motivation. Although the majority of students at the master's degree program at Language Institute, Thammasat University are employed, some of them are new graduates who lack working experience. Pragmatic skills, such as career preparation courses including mock-up interviews, resume writing and email correspondence, should be incorporated into teaching curriculum in order to encourage instrumental motivation. Moreover, inviting guest speakers with hands-on experiences to share their attitudes about the important stance of English in working is recommended.

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APPENDIX A

Questionnaire in English

Motivation and Achievement of English Language Learning of Master Degree Students at Thammasat University

This questionnaire is part of Thesis for Master Degree of Language Institute, Thammasat University. This study aims to investigate motivation in studying English of the students. Your answers are confidential and will be used for study only.

The respondents can send the questionnaires to the researcher by email: sizzy_chuups@hotmail.com or bring them in hard copies and the researcher will collect them on next week. If the respondents have any enquiries, please contact the researcher via email or phone call: 086-364-5892.

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(Adapted from Degang, 2010)

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This questionnaire is divided into 3 parts.
Part 1 Personal Data
Part 2 Motivation Types
Part 3 Open-Ended Questions

Part I: Personal Data

1. Gender: ( ) Male ( ) Female
2. Age: _____
3. The Highest Education: ( ) Bachelor Degree ( ) Master Degree ( ) Doctoral Degree.
4. What is your major in Bachelor Degree? (Please specify if you are non-English Major)

☐ English major   ☐ Non-English major   Please specify_____

5. TU-GET Score submitted to Master Degree Program (MEC): _____

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Part 2 Motivation Types

Instruction: Please choose one alternative by putting (X) in each statement below according to your degree of agreement or disagreement.

5= strongly agree 4= agree 3= neutral 2= disagree 1= strongly disagree

Motivation	5	4	3	2	1
1. I mainly focus on using English only for class assignments and exams.					
2. I enjoy studying English.					
3. I am interested in reading only textbooks for my university study, but not other English texts e.g. newspaper, magazines.					
4. I enjoy having a conversation in English.					
5. I mainly focus on achieving my master's degree in English for Careers/ master's degree of Careers English for International Communication to increase my salary or career promotion rather than gaining knowledge in English.					
6. I think English is important because it will allow me to meet and converse with more and varied people.					
7. I study English because it increases a chance to work in multi-national companies or international organizations.					
8. I study English because it can help me make foreign friends from other countries.					
9. I study English because it is the requirement from my company to have English proficiency.					
10. I study English because it enables me to better understand and appreciate the ways of life and cultures of native English speakers.					
11. I study English to improve my performance at workplace.					
12. I study English because it enables me to appreciate English arts and literature.					
13. I study English because it will make me a knowledgeable person.					
14. I study English because it enables me to participate freely in academic and social activities of other cultural groups.					
15. Being proficient in English will make other people respect me.					
16. I study English because it enables me to behave like native English speakers e.g. accent, using English expressions.					
17. Being proficient in English can lead to more success and achievements in life.					
18. I study English because it enables me to understand English books e.g. fiction, non-fiction books, movies, pop music etc.					
19. Studying English is important because I will need to use it on my overseas trips.					
20. I study English because I want to relocate to abroad.					

Part 3: Open-Ended Questions

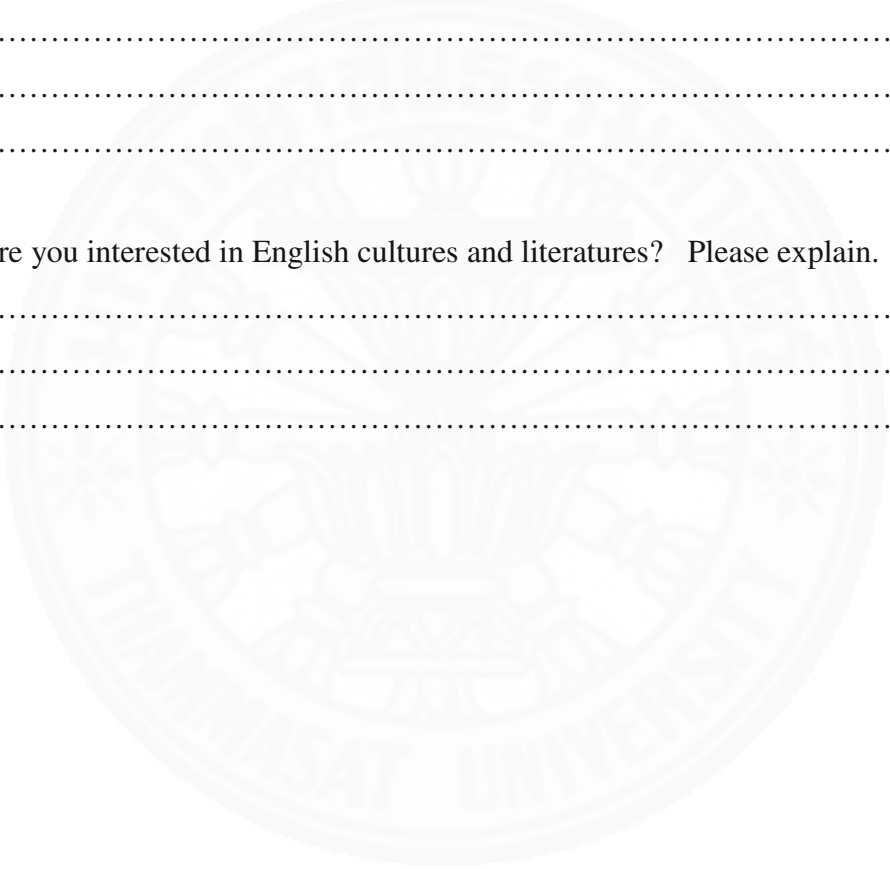1. Why makes you enroll in English program - Master Degree?

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2. Do you think English is important for your career?   Please explain.

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3. Are you interested in English cultures and literatures?   Please explain.

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BIOGRAPHY

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